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ABSTRACT

Described in the document are the procedures of a 3-year project to develop and validate a service delivery system for the early identification of and intervention with exceptional students in two Florida counties. Sections cover the following topics: identification and intervention procedures, roles of personnel, summaries of eight teacher training modules (information listed includes training coordinators and alternates, time required, scheduling, facilities, materials and equipment needed, promotion, participants, and evaluation). Appended are copies of 15 forms used in the project, such as a student referral form, a family interview form, and a case file check list. (IM)

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A PROCEDURES MANUAL FOR EXCEPTIONAL STUDENT PROGRAMS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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A service delivery model for the identification of and intervention with exceptional students

This Manual was developed as part of Florida's Developing Models for Special Education Project and funded by a grant under E.S.E.A. Title III – IV-C.

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Wakulla County: William Payne, Superintendent

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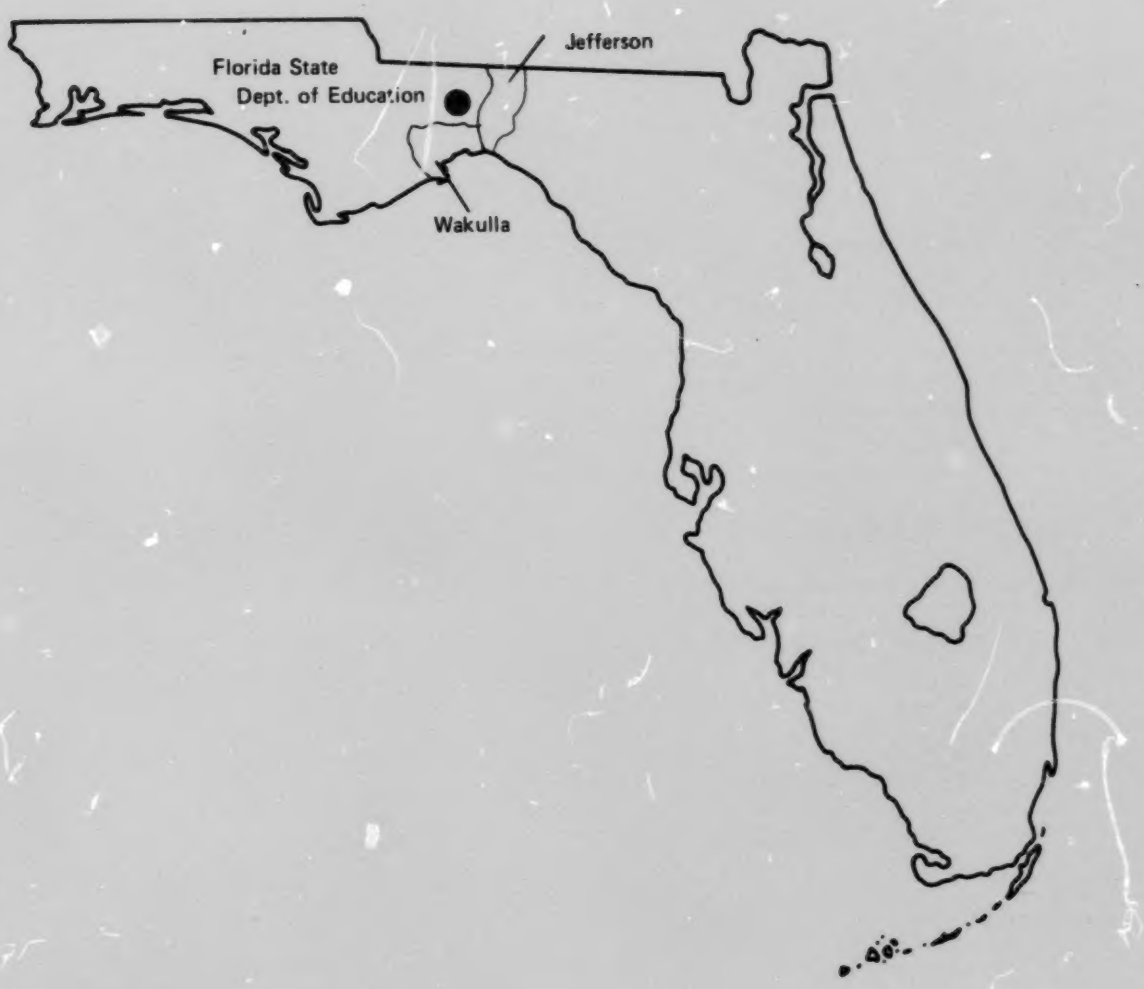
Project Location



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INTRODUCTION

This manual is the final product of "Developing Models for Special Education". An ESEA Title III–IV-C grant proposal was initially prepared during the summer of 1972. The project staff was charged with the mission of developing and validating a service delivery system for the early identification of and intervention with exceptional students. During the three developmental years, the project staff conducted the activities described in this manual in Jefferson and Wakulla counties.

Built into the project grant were process and product evaluations. These evaluations measured the extent to which project and student objectives were attained. In the Spring of 1976, the project successfully under went scrutiny by a validation team which approved the project and judged it "exemplary and recommended (it) as a timely model for replication".

This document was prepared to describe the project's validated procedures. The manual contains four sections. Parts one and two describe the identification and intervention procedures and the roles of the personnel who functioned within these two components. In each case, flow charts precede the narrative description. It is recommended that users refer to the flow chart while reading the narrative sections as a step-by-step guide through the various functions.

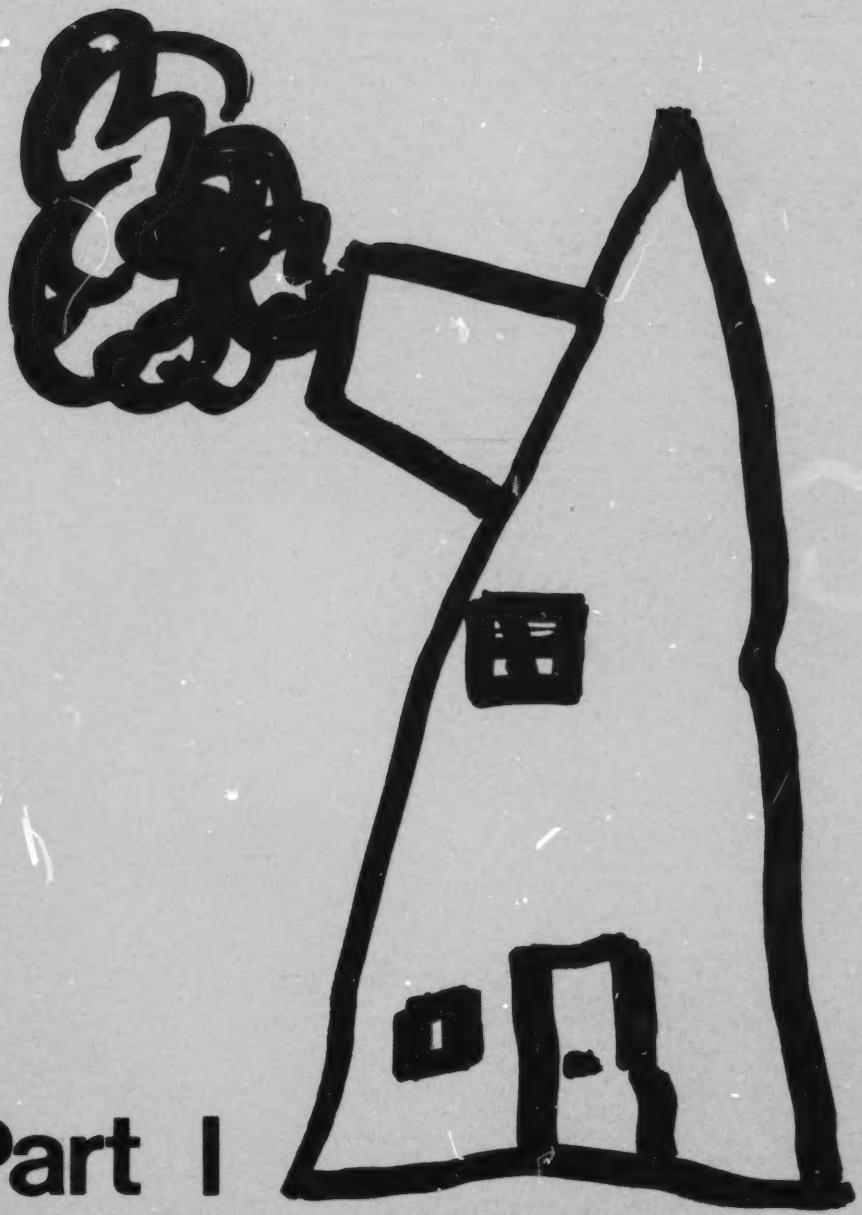
Part three contains summaries of eight training modules. Format for this section was designed to enable districts to implement any of the components. Information listed includes training coordinators and alternates, time required, scheduling, facilities, materials and the equipment needed, promotion, participants and evaluation. In addition, handouts suggested for each training component are included on individual pages for easy reproduction.

The manual contains a variety of sample forms both within the narrative and in the Appendix. These are intended only as examples. Local school systems should feel free to adapt or substitute other forms specified for use in the individual district.

The manual is organized in such a way as to be of the most practical value to local school district personnel. Holes have been punched in all pages so that they may be placed in a loose-leaf binder. This format was chosen so that pages may be removed for copying or individual use and so the local school system will be able to make additions relevant to its own situation.

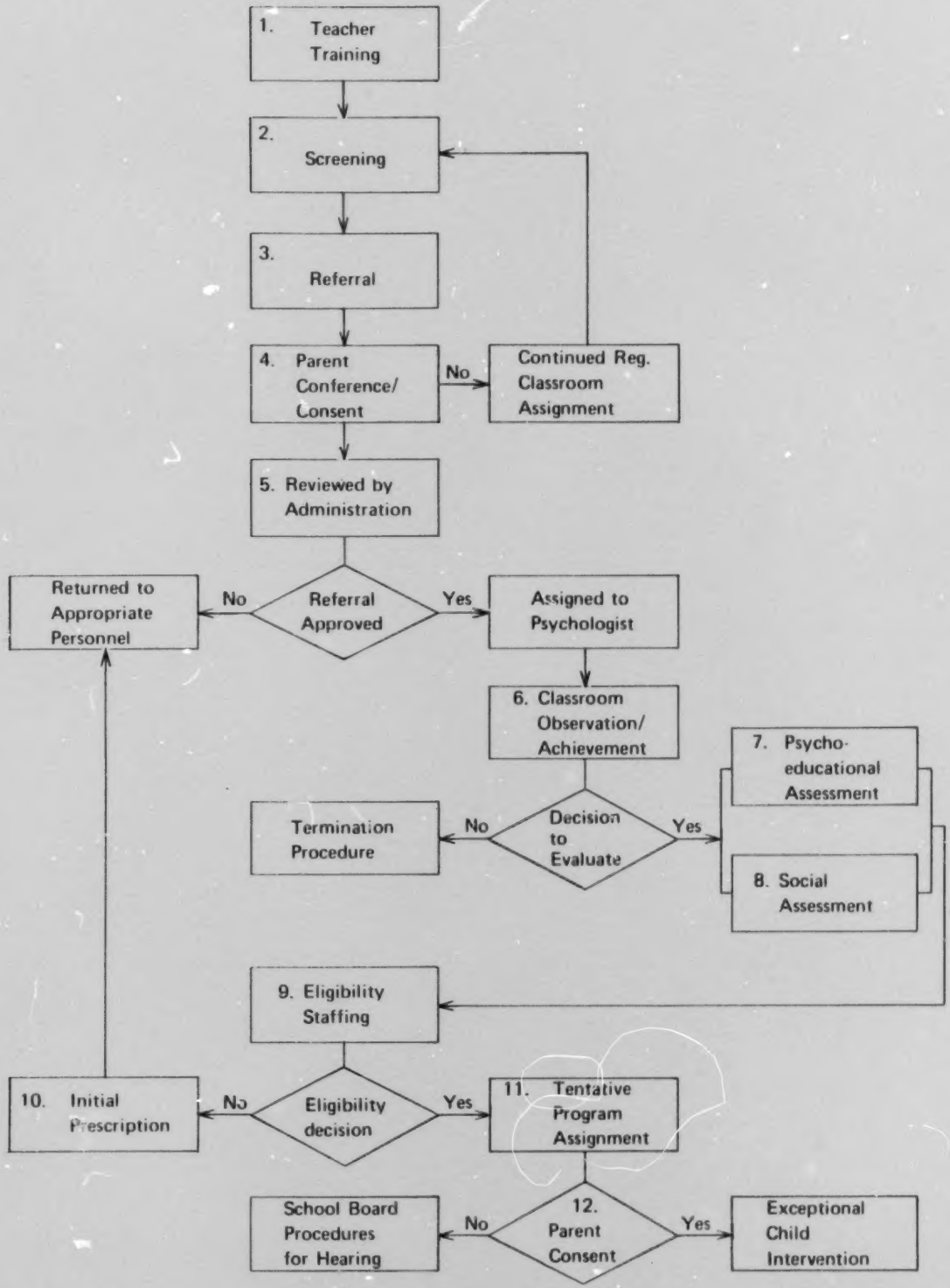
Throughout the manual, the relationship between federal law and Florida state guidelines and regulations has been the foundation for all procedures discussed. Users will want to determine the relationship as it exists in their own state.

It is the sincere hope of the developers that this manual will assist other educators in providing comprehensive services to exceptional children and their families.



Part I
Service Delivery Models

DEVELOPING MODELS FOR SPECIAL EDUCATION
IDENTIFICATION MODEL



Identification Procedures

1. **Teacher Training.** Referrals made by the regular classroom teacher can be the most reliable and the most expedient method of locating probable exceptional students. It is recommended that the regular faculty be presented an in-service program in which the characteristics of the children being taught are discussed. The procedures used for this training also include:

a) training in analysis of district test results
b) formal and individual testing
c) observational techniques
d) collection of anecdotal records and/or samples of classroom work
e) use of a referral form to provide a structure for teacher referral

This training is further discussed in Part III, Identification Workshop, and may be conducted by a psychologist, exceptional child coordinator, or guidance counselor.

2. **Screening.** In-school screening consists of two types: pre-school screening and health screening prior to referral for psychological services.

a. *Pre-School Screening*

The objective of pre-school screening is to locate as early as possible, individuals likely to need exceptional child services and/or agency services to correct sensory, medical or physical problems detected during screening.

Pre-school screening is conducted at each school center in the Spring of each year when Kindergarten registration is scheduled. A description of this activity can be found in Part III of this Manual. All results of the pre-school screening are filed in the school center. Kindergarten teachers are supplied with pre-readiness test results, and vision, hearing and speech results to assist them in planning.

b. *Health Screening Prior to referral for psychological services.* The goal of this screening is to eliminate those problems which are caused by limited vision, hearing deficiencies and physical handicaps or resultant absenteeism.

To accomplish this goal, schools may screen students directly or ask the cooperation of community health services.

As a general rule, the following information can be found in each student's cumulative folder, or should be requested by the referring teacher if screening has not been done within a year:

1) *Vision* – A vision specialist administers the Keystone Telebinocular Vision Screening Test.

2) *Hearing* – The student's hearing ability is generally evaluated by a speech therapist with an audiometer.

3) *Speech* – Speech is evaluated by the speech therapist using the Photo-Articulation Test.

4) *General Medical* – If medical causes are suspected as a contributing factor to the child's learning problem, an examination should be performed by the county health department or private physician.

Referral Procedures

3. **Referral.** The referral, which is a statement of concern toward the inadequacy of a student's learning, may be initiated by almost anyone including regular teachers, parents, private school personnel, community service agents, as well as student's themselves.

The referral form is a questionnaire that asks for information which will serve any professional within the school system who may be assigned to work with the student throughout the year. (See Appendix, Sample Form A). The completed referral form will contain the following information:

a) *Personal data* – date; school's name; name of referral agent; student's name; address; age; birthdate; race; present grade and grade repeated (if any); parent or guardians name; address and phone number.

b) *Referral reason* – description of problem, specific area of academic weakness or suspected handicap.

c) *Group test data* – Achievement and/or Mental Ability tests are administered periodically by a designated testing committee in each district. This test data is reported to the teachers and recorded in the cumulative folder and is on file in the principal's or guidance counselors' office. Examples of commonly used standardized tests include:

1) *Intelligence* – Kuhlman-Anderson, Otis-Lennon, California Test of Mental Maturity.

2) *Achievement* – Metropolitan Achievement Test, Stanford Achievement Test, Iowa Test of Basic Skills, or the Comprehensive Test of Basic Skills.

Results of such tests may be used in the initial stages of identification. By noting discrepancies between probable ability and actual achievement, it is possible to identify students who require further observation.

d) *Health Screening information* – as previously described.

e) *Teacher observations, anecdotal logs, student work samples*

f) *Completion of a behavior rating form* – An instrument such as the Myklebust Pupil Rating Scale (Grune and Stratton, Inc., III Fifth Avenue, New York, New York 10003) enables the referring teacher to note specific verbal, motor, and social emotional behaviors.

Although there may be some hesitancy in using a rating scale as part of the referral form, the project staff found it to be a meaningful instrument. It is thorough enough to encourage the referring agent to consider again the relationship that exists with the student. The use of a rating scale can provide insightful awareness of the student's needs which, heretofore, may not have been considered. For example: although the student had been a frustration to the teacher in reading class, when filling out the rating scale the classroom teacher became aware of the student's great perserverance and self-motivation, although he was lacking in self-confidence and highly critical of his own performance. In this particular case, the referring teacher may decide to try alternative teaching techniques before requesting outside assistance.

*NOTE: Items b through f may be completed by school personnel if the referral is initiated by a parent or agency representative.

4. **Parent Conference/Consent.** Prior to psychological testing, it is imperative that parental approval be obtained. At this point in the process, the parent receives a letter from the school inidicating that there is a need for a parent-teacher conference: the school would like a psychological evaluation of the student in order to provide appropriate educational opportunities. During the conference the teacher explains his/her concerns, and the necessity for and benefit of further analysis in planning for the student. If a conference is not possible, a letter of explanation and a request for signed permission is sent to the home. (See Appendix, Sample Form B).

Without parental consent the referral is generally terminated. Districts may proceed to legal action or to further analysis based upon parental notification at their discretion.

5. **Administrative Review.Principal** – The completed referral form, parent consent form and Myklebust Rating Scale are reviewed for completeness and accuracy by the building principal, or his designee. This step ensures administrative awareness of the initiated action and helps keep prinicpals informed of the activities within the school. If approved, the referral proceeds to the next step.

Exceptional Child Coordinator – The coordinator reviews each referral, enters it onto the Exceptional Child Referral Log (Sample-Part IV) and if deemed completed and valid, the referral is assigned to a school psychologist. If deemed invalid, the referral is assigned to appropriate school or agency person, e.g., guidance counselor, nurse/health department, social worker.

Invalid referrals are those which contain for example, vision test results indicating poor acuity. The student should be further examined and eye glasses obtained prior to psychological evaluation. This step ensures that the student's inability to perform adequately on tasks which assess basic psychological process is not due primarily to physical impairment.

Evaluation Procedure

6. **Classroom Observation and Achievement Measure.** The psychologist observes the child in his/her classroom setting to obtain comparative data regarding motivation, activity level, functional level, and teacher/pupil/peer interactions. A trained observer such as the guidance counselor could also do this observation. (See Appendix, Sample Form C).

The psychologist administers an age appropriate individual achievement measure. A guidance counselor or educational specialist could administer this test.

Based on the student's achievement two alternatives are possible:

1) If the student performs below the tenth percentile (10% ile) in any area, a complete evaluation will be done. (The cut off level is determined by local guidelines).

2) If the student performs above the tenth percentile in all areas and no unusual behaviors suggesting emotional disturbance were observed in the classroom or reported, the referral is terminated at this point by the psychologist or the above indicated alternative personnel.

Termination Procedure –

1) A teacher conference is conducted by the psychologist explaining the reason for termination, and recommendations are made to assist the teacher. Help has been found for some referred students simply by adapting regular curricular materials to the learning style of the child. For example, a student with limited reading ability will be able to perform more successfully in social studies if the material can be presented through a method other than silent reading.

2) A written summary of actions to date is prepared by the psychologist and presented to the referring teacher during the conference. A copy is sent to the school principal to be placed in

the student's cumulative folder and to the Exceptional Child Coordinator who may then remove the referral from the active file.

3) The parents are notified of the termination by the teacher or psychologist.

A case study may be helpful at this point to illustrate a typical referral termination:

John is a 10 year 4 month old boy who was doing fine in his reading and math classes, but his written work and spelling grades were just about the poorest in the classroom. John's teacher suspected a learning disability and a referral was completed.

The psychologist observed John and administered the Wide Range Achievement Test (WRAT). After discussing the observation and test results with the teacher, it was evident that John's problem did not call for further analysis and the teacher prepared for remediation to occur in the regular classroom.

This decision was based on the following evidence:

1) Careful examination of the spelling errors indicated no phonetic weakness.

2) In the Reading portion of the WRAT, John demonstrated good word attack skills and scored on grade level.

3) Due to the structure of the cursive letters John was using, the psychologist felt that John's handicap was handwriting.

4) At this point the psychologist asked John to use manuscript and readministered the incorrectly spelled words. John printed the words correctly.

7. **Psycho-Educational Assessment.** This portion of the identification process must be completed by a state certified school psychologist.

A. An individual intelligence test is administered to determine intellectual level and areas for further testing. Tests used include the Stanford Binet (Form L-M), Wechsler Intelligence Scale for Children – Revised, Wechsler Pre-school Primary Scales of Intelligence.

Following the administration of this measure a second decision point is reached. The psychologist may decide to calculate the student's expectancy age according to the formula prescribed by Florida Department of Education Guidelines ($EA = \frac{2MA+CA}{3}$). The results of the previously administered achievement test would then be rescored using the student's expectancy age instead of the chronological age. The referral may then be terminated providing:

1) The student's achievement, based on his expectancy age, is above the eligibility criteria for the district.

2) emotional disturbance and mental retardation are clearly ruled out.

B. A diagnosis of perceptual processes is completed when a specific learning disability is suspected. Examples of such measures include: Illinois Test of Psycho-Linguistic Abilities, Beery-Buktenica Developmental Test Visual Motor Integration, Bender Gestalt Visual Motor Test, Frostig Developmental Test of Visual Perception, Purdue Perceptual Motor Survey, Wepman Auditory Discrimination Test, etc.

C. Normative and criterion referenced diagnostic assessment may be done to further identify specific academic strengths and deficits. Such tests include: Woodcock Reading Mastery Test, an Informal Reading Survey, Key Math Diagnostic Arithmetic Test, Slingerland Screening Tests for Identifying Children with Specific Learning Disabilities, Boehm Test of Basic Concepts, etc.

D. Projective measures are administered if emotional disturbance is suspected. These measures may include: Draw-a-Person Test, the Blacky Pictures, Bender-Gestalt, Incomplete Sentences, or other "deep" projective measures such as the Rorschach.

The referring teacher completes the appropriate level Deveraux Behavior Rating Scale and submits continuous anecdotal records and evidence of interventions tried over an extended period of time to further document the persistance of the abnormal behavior. Two additional classroom observations are made in case of suspected emotional disturbance.

8. **Social Assessment.** When the psychologist determines to proceed with a complete psycho-educational diagnosis, the social worker is notified to obtain a social assessment. An appropriately trained guidance counselor may do this aspect of the identification process.

Home/Family Assessment – The goal of the social assessment is to gather data for better understanding of the child in order to provide appropriate instruction. The school social worker visits the home to obtain social, developmental and family histories. (See Appendix, Sample Form D).

This information will give the teacher a more realistic expectation regarding homework, and awareness of broadening and enriching experiences the child may need.

The parents also benefit from this contact. Through the social worker, the parents are able to see a facet of the child of which many parents are unaware; the child's approach to the world without direct parental support; the child's learning growth and development; and how the child fits into the large peer group.

The benefits to the child are varied as there will be a better understanding of the school situation by the parent, and better understanding of the home situation (rapport, support, anxieties, joys) by the teacher.

Agency Data – The social worker requests all supportive agency data available on the child. Parents can provide the names of agencies which have delivered services to the child as those are often unlisted in the school records.

Adaptive Behavior Assessment – This measure is required for all Educable Mentally Retarded students by Florida Guidelines for District Procedures. An adaptive behavior measure is extremely helpful, but not required, for emotionally disturbed children.

Adaptive behavior is defined as the effectiveness or degree with which the individual meets the standards of personal independence and social responsibility expected of his age, cultural group and community. Since expectations vary for different age groups, deficits in adaptive behavior will vary at different ages.

During infancy and early childhood primary consideration should by given to deficits in the following areas: sensory-motor skills development, communication skills, self-help, and socialization. During childhood and early adolescence deficits in the acquisation and application of academic skills and deficits in participation in group activities and inter-personal relationships should be noted. During late adolescence deficits in vocational and social responsibilities and performance could also be indicative of maladaptive behavior.

The use of published scales and clinical judgement may be used in evaluating adaptive behavior. The Development Profile (Psychological Development Publications - 7150 Lakeside Drive, Indianapolis, Indiana 46278) is one scale which measures an individual's level of functioning in five skill areas, physical, self-help, social, academic, and communication.

The Developmental Profile can be used to assess adaptive behavior with a high degree of reliability. Like other published scales, the Developmental Profile has strengths and limitations. The following is a summary of some of the instrument's strengths. The instrument depicts a child's developmental age level functioning. The profile is a classification of particular skills according to age norms in the five areas previously described. The profile provides for separate developmental age scores in all five skill areas, rather than an average age or score for the complete test, thus the separate developmental ages make up the child's developmental profile.

Screening tables are available in the manual for score interpretation. The tables show when a child's score in each skill area is considered indicative of normal, borderline, or significantly retarded functioning.

The inventory provides for a reliable screening in an average of forty minutes. The test is easy to administer and score. It can be self taught by professionals trained in testing or interviewing through studying the Manual.

The test helps parents to identify their child's strengths and weaknesses. Parents often recognize their child's problems during the administration of the test. Parents air their concerns, and problems are discussed. This is an excellent means of stimulating parent training.

In addition validity tests have proven that a mother's report of her child's developmental skills can be accurate. Reliability studies concluded that the Developmental Profile generates scores with high scorer reliability, reporter reliability, and test-retest reliability.

The following describes weaknesses identified in the Developmental Profile. Due to the population sampled in the standardization Study, the test is primarily applicable for black and white children of both sexes who live in urban areas. Some may question the use of this instrument outside the Midwest where it was primarily standardized, however, the project has found the Developmental Profile highly suited to its target population. Interview situations other than maternal interviews have not been empirically demonstrated. The use of the profile is also limited to normal children from birth to nine years of age or handicapped children of any age where their skills are not expected to extend beyond the eleven or twelve year level.

Placement Procedures

9. **Eligibility Staffing.** The placement committee consists of at least the following: referring teacher, county exceptional child coordinator or designee, exceptional child teacher, psychologist, and social worker. Additional personnel who frequently also attend include: school principal, speech therapist, guidance counselor, vision specialist, school nurse, parents, and agency representatives. After reviewing the referral, agency reports, current screening assessment, psychoeducational report and social assessment, the committee makes an eligibility recommendation by applying state and county criteria for Exceptional Child program placement. The exceptional child coordinator considers the recommendation and certifies the eligibility decision on the Staffing Committee Form (See Appendix, Sample Form E).

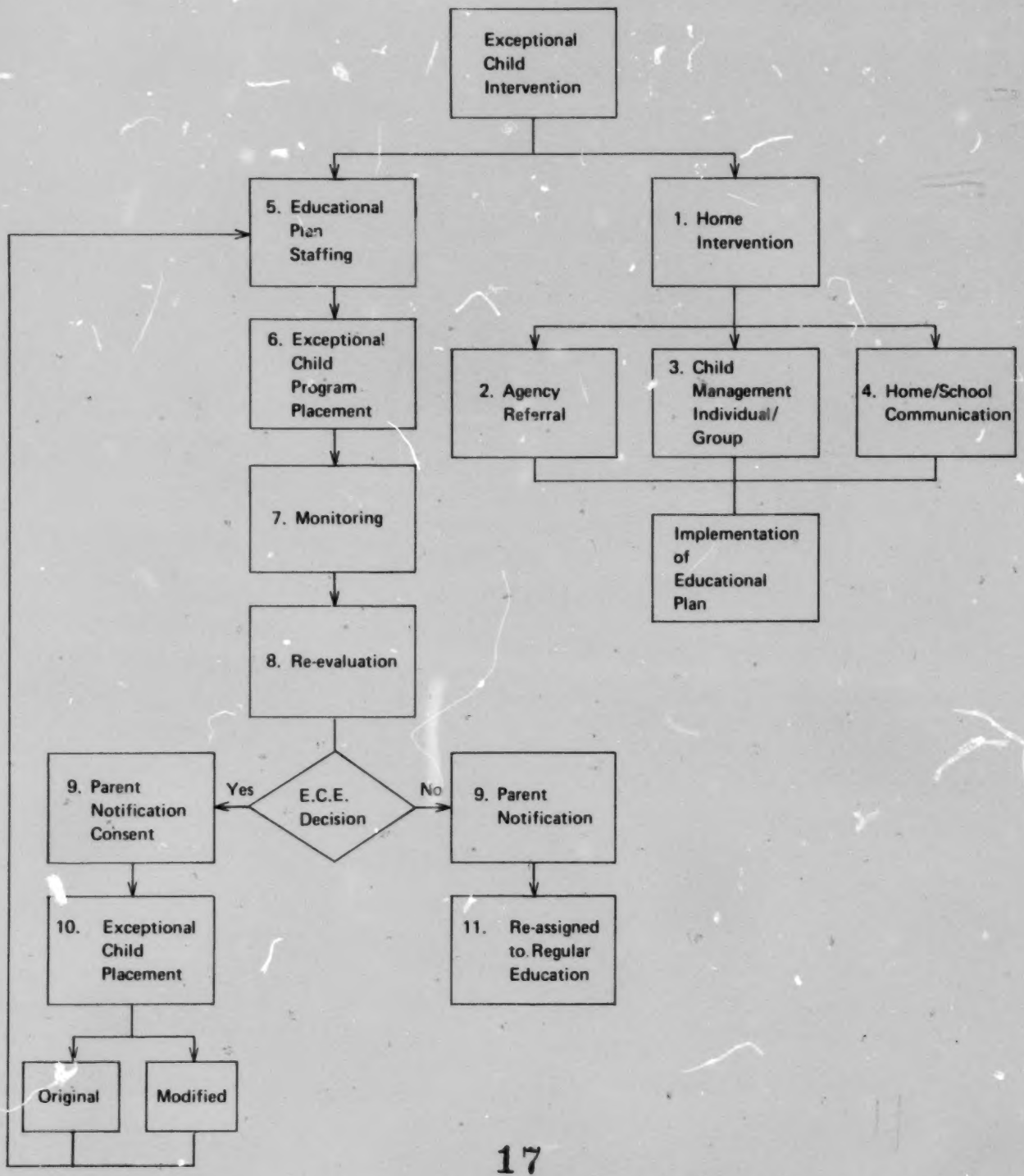
10. **Initial Prescription.** If the child is deemed ineligible for Exceptional Child services the committee will make appropriate agency referrals or recommendations for regular classroom intervention. Specific academic and behavioral management suggestions are compiled in the form of an Initial Prescription by a designated member of the staffing committee, generally the consulting teacher or psychologist.

11. **Tentative Program Assignment.** If the child is eligible for an Exceptional Child Program the child is *tentatively* assigned to an exceptional child setting (self-contained, resource room or consultant teacher services) on the basis of the committee's recommendations after considering available data. Final placement is assigned following parental consent.

12. **Parent Permission for Placement.** The social worker discusses the eligibility decision with the child's parents if they did not attend the staffing. At this time she/he also notifies the parents of all due process procedures, answers questions regarding the recommended program and placement, requests their signed permission for the placement, and encourages the parents to attend the Individual Educational Plan Staffing on their child. If the Individual Educational Plan is developed at the eligibility staffing meeting, it is especially important that the teacher or social worker make every effort to notify parents of the meeting time and place and encourage their attendance.

If the parents are not in agreement with the recommended placement, the District may proceed with impartial hearing procedures to review the case. If parents approve the recommendations of the placement committee, initiation of excpetional child services begin. All reports and records for the case are filed in the office of the county exceptional child coordinator.

DEVELOPING MODELS FOR SPECIAL EDUCATION
INTERVENTION MODEL



1.

1. **Home Intervention**

   A. If a home based problem has been identified during the social assessment/interview or at the Ecuational Plan Staffing, the social worker first assesses the parent's willingness to cooperate and ability to work with his/her child on behavior management skills. This decision can only be the social worker's best estimate of the situation. The Subjective Assessment Form (See part IV) is used to document this appraisal. If the parent is willing and capable of assisting with their child's remediation, the social worker schedules an appointment with the parent for further home intervention.

   B. If the social worker determines that a parent is not capable of working with his/her child due to personal problems, i.e., financial, mental health, illiteracy, then the problem is documented and the family is referred to a service agency for help, when appropriate. If a parent is not willing to work with his/her child at home, the unwillingness is documented. If an agency service is needed by the family then the social worker will use the appropriate channel for communicating the referral to an agency.

2. **Agency Referral and Follow-Up**

   If an agency referral is made, the social worker follows the request for services to determine when the services were delivered and if they were effective. A referral log of all information is maintained. (See Appendix, Sample Form F).

3. **Child Management**

   A. Individual

   The social worker and the parent discuss the child's needs and establish objectives to be accomplished at home. These objectives may actually be a part of the child's Individual Educational Plan developed by school personnel and parents during the Educational Plan Staffing. The social worker helps the parents set up a record keeping system, such as a frequency chart and helps the parent determine appropriate reinforcement. Sequenced curriculum materials may be used to aid in goal attainment. Curriculum guides such as the Santa Cruz Special Education Management System, EMR Curriculum Guide of Calhoun County, and Duval County Curriculum Guide are examples of sequenced materials that can be used to help parents identify realistic behavioral goals for their child in both academic and social areas.

   The social worker conducts two follow-up visits with the family to monitor the parent's progress in helping his/her child reach the established goals.

   B. Group Instruction

   In addition to one-to-one intervention, group instruction for parents in effective child management skills is offered. Parents meet to learn new ways, from each other and the group facilitator, to deal with their child's problems and behavior (See Sample Parent Training Module – Part III).

4. **Home-School Communication**

   The social worker facilitates open communication between home and school by communicating home intervention progress to the child's teacher periodically. The social worker encourages the

parents to independently communicate with the classroom teacher and/or makes arrangements for parents and teachers to periodically share progress and problems.

5. **Educational Plan Staffing**

This staffing may be scheduled during or after the eligibility staffing to plan and initiate services for the child as soon as possible. The coordinator is a person designated by the exceptional child coordinator (e.g. consulting teacher, exceptional child teacher, trained guidance counselor.) Forms for this staffing are included (See Appendix, Sample Form G).

According to Public Law 94-142 the educational plan may be developed at any meeting in which at least the following persons are present: LEA representative, teacher and parents. Others who may be involved include the student, guidance counselor, social worker, speech therapist or others who will share the responsibility of implementing the plan.

The sequence of events is as follows:

A. The student's present levels of achievement are recorded for each skill area: reading, language, arithmetic, perceptual motor, social, etc. Data from the psycho-educational diagnosis and formal and informal reports from the classroom teacher are utilized to document the student's present levels. Prior to the staffing, the receiving exceptional child teacher may also elect to do some informal assessment of the student's skills.

B. The committee determines appropriate year end objectives for each critical skill area. Objectives will be based on data available and participant's best estimate of the child's potential in an optional setting. These annual objectives are meant to be a guide and should be revised as needed throughout the year.

C. The committee next documents the material and human resources necessary to achieve the stated goals. Such resources include curricular materials, methods and personnel responsible for each objective.

D. Initial short-term objectives are specified by each person who will be working with the student. Additional short-term objectives are sequenced for each grading period (example: six weeks) by the individuals responsible for teaching the skills. The Individual Performance Record Form is used for this purpose (See Appendix, Sample Form G).

E. The Educational Plan Staffing form is completed. This form documents the following information required by law:

—A statement of the educational program to be provided to the student.

—A statement of other services or resources to be provided to the student.

—A statement of the extent the student will be able to participate in regular educational programs.

—A statement of the expected date for initiation of such programs and services.

—A statement of the anticipated duration of such programs and services.

F. All forms are filed in the exceptional child program office and in the student's cumulative record. In addition, the teacher keeps one copy in the classroom for reference when planning daily lessons.

6. **Exceptional Child Program Placement**

The following program options are possible within the district:

A. *Self-Contained Classroom* – The exceptional child teacher has the primary responsibility of developing and the full responsibility for implementing the child's educational program. It is the most restrictive placement.

B. *Resource Room* – This placement requires involvement of both the regular and exceptional child teacher in planning and implementing the child's instructional program. The student spends specific time blocks in the resource room for remedial instruction but continues in the regular classroom the majority of the time.

C. *Consulting Teacher* – Mildly handicapped children may be assigned to the consulting teacher's services designed to support the learner within the framework of the regular classroom. It is the least restrictive alternative. In this placement the consulting teacher and the regular classroom teacher are jointly responsible for planning and implementing the instructional program of the exceptional child. The consulting teacher's services consist of consultation with the regular classroom teacher regarding instructional sequences, demonstration of materials and techniques, and minimal direct instruction to the child outside the regular classroom if necessary (See Role Description – Part II).

7. **Monitoring**

Implementation and Assessment of the Educational Plan.

A. Using curriculum guides, the exceptional child teacher develops skill sequences as necessary to meet the year end objectives developed during the Educational Plan Staffing. Curricula such as the Hillsborough Performance Base Objectives for the Educable Mentally Handicapped, Lake Butler EMR Curriculum Guide, Santa Cruz Behavioral Characteristics Progression System, and the Pinellas Curriculum Guide are helpful in this planning. Performance criteria is specified as part of each objective.

B. Instruction is provided and mastery of objectives is evaluated through the administration of a teacher developed (1) pretest covering the entire sequence, 2) interim test following instruction on each objective, and 3) post-test at the end of the grading period. The results of each test are recorded on the Individual Performance Record and shared with the student, parents and others involved.

C. The teacher compares the child's rate of progress to the time remaining in the plan schedule. The Consulting Teacher helps the exceptional child teachers determine the causes of any lack of progress noted. Such causes may be due to inappropriate resources, methods, type or scope of the objectives. Together the teachers make the necessary changes in the educational plan. This step avoids inappropriate retention in any program

D. The educational plan staffing committee reconvenes as necessary to share results and recommends revisions. This meeting may be informal during the year, however a formal meeting is held at the end of each school year. At the year-end conference the student's achievement is compared with the previously established annual goals. Based on the student's progress, current and future needs for program planning are determined. The student's achievement at the end of the year now becomes the statement of present level for the following year's plan.

E. Parents are informed of the student's progress on a regular basis. Such methods as conferences, formal reports or teacher's comments on work sent home are effective ways of keeping parents informed of the student's progress.

F. A summary of each student's progress and future needs is made annually. In this way school personnel and parents can keep up with re-evaluation needs and agency/home intervention needs during the summer months.

8. **Re-Evaluation**

As a result of the ongoing assessment of an exceptional child's progress toward the specific behavioral objectives in his/her educational plan the exceptional child teacher may request a re-evaluation of eligibility. The following steps are followed in the re-evaluation process:

A. Teacher completes the re-evaluation request form and forwards it to the exceptional child coordinator (See Appendix, Sample Form H).

B. School psychologist conducts re-evaluation.

C. A Re-evaluation Staffing is coordinated by the exceptional child coordinator and attended by the exceptional child teacher, regular classroom teacher, principal, school psychologist, and any other person involved in the child's educational program.

D. The Re-evaluation Staffing committee makes a recommendation regarding continuation or modification of the child's current exceptional child placement.

9. **Parent Notification**

The parents are notified of the committee's recommendation and are requested to give their informed consent.

10. **Continued Exceptional Child Placement**

A. If the original placement is continued, the educational plan is updated as indicated by the progress reports.

B. If a modification is made in the exceptional child placement, the educational plan is revised accordingly.

11. **Re-Assignment to Regular Education**

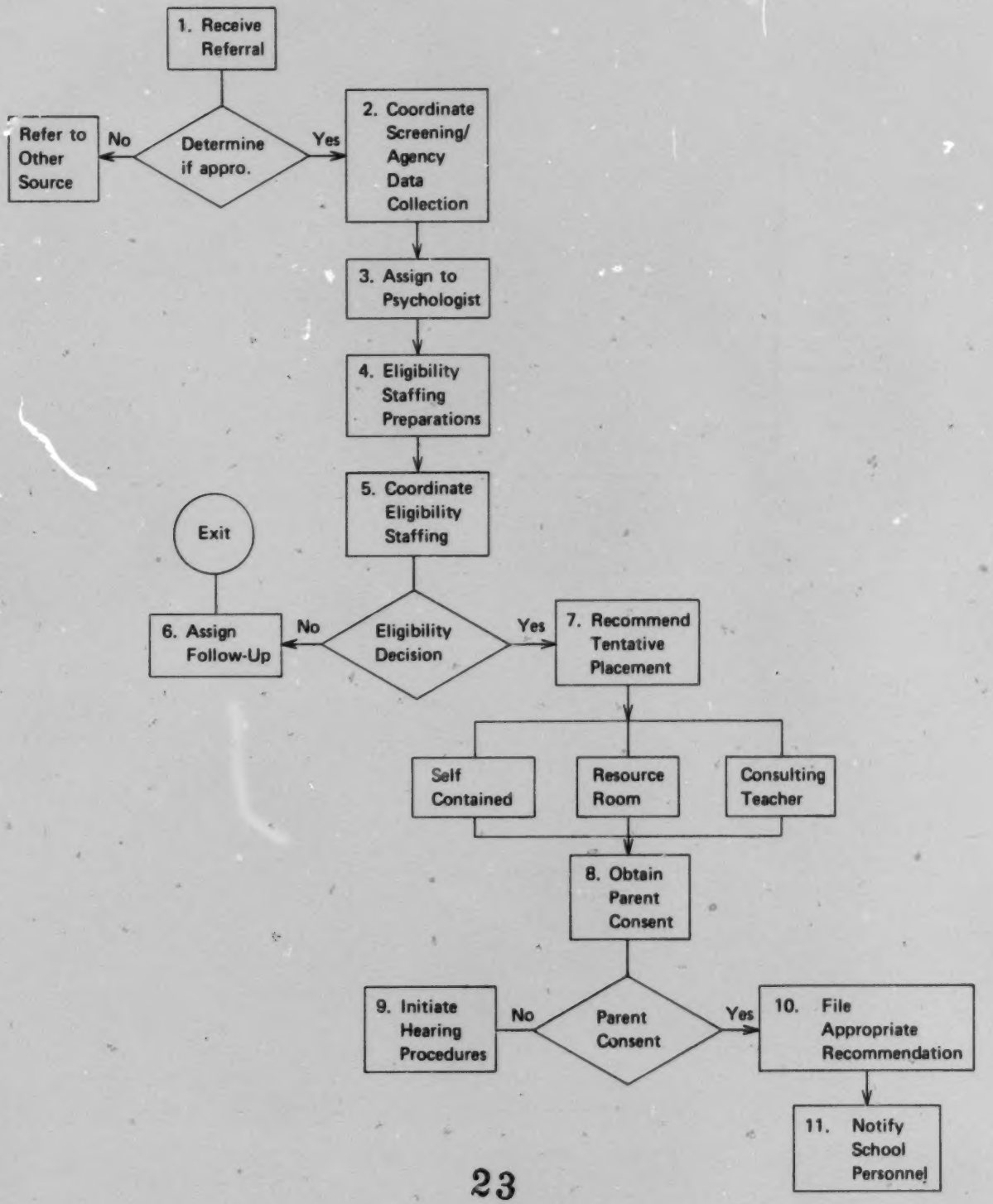
If it is recommended that the child return to full time regular education, any necessary consultation and/or presentation is provided by the appropriate exceptional child program personnel.

Part II

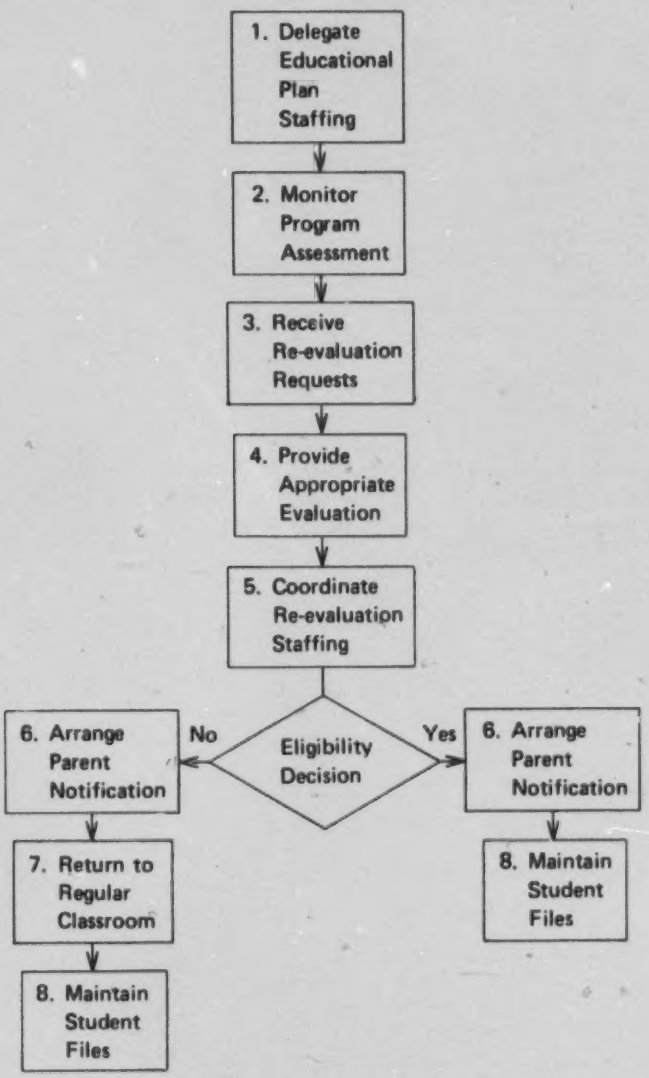
Role Discriptions & Graphic Models

MODEL FOR EXCEPTIONAL CHILD COORDINATOR ROLE

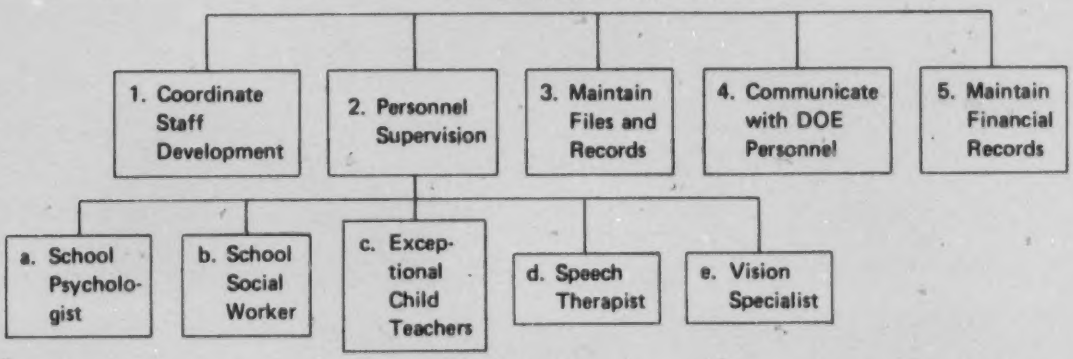
A. IDENTIFICATION



B. INTERVENTION



C. ADMINISTRATIVE DUTIES



ROLE OF THE EXCEPTIONAL CHILD COORDINATOR

The role of the exceptional child coordinator is integral to the implementation of the DMSE Identification and Intervention Procedures. Therefore, the role description has been structured and graphically presented in three concurrent models:

A. Identification, B. Intervention, and C. Administrative Duties.

Educational Training and experience in special education administration, educational research and evaluation are essential qualifications for this position. The exceptional child coordinator should possess strong management and supervisory skills since the role requires coordination of and consultation with exceptional child program personnel. A general ability to relate to a wide range of persons (i.e. parents, teachers, agency representatives, and state department consultants) is necessary. The exceptional child coordinator must be aware of state and federal mandates in the area of exceptional child education and be able to interpret and actualize them in the school district.

A. Identification

1. **Receipt of Referral for Psychological Evaluation.** When a referral has been completed by the referring teacher and signed by the principal in the school center, it is forwarded to the exceptional child coordinator.
   a. Upon reviewing the referral the exceptional child coordinator makes a decision as to the appropriateness of the referral.
   b. If inappropriate, the referral is forwarded to the more appropriate source, i.e. guidance counselor, nurse, support agency.

2. **Coordinate Collection of School/Agency Data.** If the referral is deemed appropriate the exceptional child coordinator ensures that all screening and previous agency reports are obtained. Examples of this would include medical, psychological, or previous therapeutic interventions pertinent to the referral.

3. **Evaluation Assignments.** The referral form and any additional data is given to the school psychologist for observation and evaluation. The psychologist in turn notifies the school social worker to obtain a social assessment.

4. **Staffing Preparation.** Upon receipt of all screening data and evaluation reports, an Eligibility Staffing is scheduled.
   a. The exceptional child coordinator (or designee) notifies those persons designated as the staffing committee (referring teacher, exceptional child teacher, school psychologist, social worker, principal, etc.) of the time and location.
   b. Copies of the reports are distributed to the committee at least one day prior to the staffing.
   c. The parents are informed of the staffing and invited to attend by the social worker or referring teacher.

5. **Eligibility Staffing.** The exceptional child coordinator conducts the eligibility staffing.
   a. The exceptional child coordinator requests from the appropriate committee members:
      (1) a summary of the referral reason
      (2) a review of screening data and agency reports
      (3) summary of Psycho-educational Diagnosis and interpretations
      (4) summary of Social Assessment and recommendations
   b. The exceptional child coordinator reviews the state/county criteria for eligibility in exceptional child programs for the staffing committee.
      The committee members are then asked to make an eligibility recommendation and on the basis of their recommendations the exceptional child coordinator makes the final eligibility decision.

d. The exceptional child coordinator documents the information presented, recommendations made, and the eligibility decision on the Eligibility Staffing Form (See Appendix, Sample Form E).
e. All staffing committee members sign this document if they are in agreement with the decision.

6. **Staff Assignments for Ineligible Students.** If the child is deemed ineligible for placement, the following staff assignments are made by the exceptional child coordinator:
   a. Parent notification if not present at the staffing. A conference may be necessary, however, to make any needed agency referrals and to discuss alternative approaches to remediating the child's problems. This is typically done by the social worker.
   b. The development of an Initial Prescription to assist school personnel in addressing the child's identified academic and behavioral needs. This task could be allocated to a consulting teacher, the school psychologist or guidance counselor. A subsequent conference is held with all school personnel to be involved in the child's educational program.

7. **Tentative Placement.** If deemed eligible for exceptional child services, a tentative program placement is made by the staffing committee (Self-Contained, Resource Room, or Consulting Teacher Services) pending parental consent and development of the educational plan.

8. **Parent Consent for Placement.** The exceptional child coordinator follows these steps in securing parent permission:
   a. Completion of the Parent Notification Form, containing eligibility decision, placement recommendation and exceptional child coordinator signature. (See Appendix, Sample Form O)
   b. This form is forwarded to the social worker who then meets with the parents to discuss the decision, due process procedures, parental rights, and the staffing committee's recommendations.

9. **Initiate Hearing Procedures.** If parent permission is refused, upon notification, the exceptional child coordinator initiates the county hearing procedures.

10. **Consent Form Files.** If parent permission is obtained, the signed consent form is filed in the exceptional child program office and in the school center.

11. **Notification of School Personnel.** The exceptional child coordinator notifies the appropriate school personnel to initiate intervention procedures for the child as soon as parent consent is obtained.

B. Intervention

1. **Educational Plan Staffing.** The exceptional child coordinator assigns the coordination of the Educational Plan Staffing to a consulting teacher, receiving exceptional child teacher, or an appropriately trained guidance counselor. It is the coordinator's responsibility to ensure that the requirements of public law 94-142 regarding educational planning are met.

2. **Monitoring Program Assessment.** The exceptional child coordinator has ultimate responsibility for all program assessment. If supervisory duties are delegated to supervisors in the various areas of exceptionality, or to a consulting teacher, the coordinator should meet with each staff member at least four times yearly. These conferences should be concerned with assessing the effectiveness of program intervention. Review of the following topics is suggested:
   a. Educational Plan Development and implementation
   b. Individual student assessment records
   c. Instructional materials and supplies
   d. Appropriateness of placement; i.e. need for re-evaluation
   e. Articulation or End-of-Year Summary Conferences

3. **Re-evaluation.** Requests for re-evaluations are forwarded by the exceptional child teacher to the coordinator. The coordinator is responsible for ensuring that students are re-evaluated periodically to maximize the benefits to the child and to prevent inappropriate prolonged placement in such programs.

4. **Provide Appropriate Evaluation.** The exceptional child coordinator reviews the referral and assigns it to the school psychologist. When the psychologist has completed the re-evaluation, a staffing is scheduled. Those attending include the exceptional child coordinator, psychologist, exceptional child teacher, regular classroom teacher, and any other personnel involved in the child's program.

5. **Re-evaluation Staffing.** The exceptional child coordinator coordinates the re-evaluation staffing. The procedure followed would include:
   a. Review reasons for re-evaluation request
   b. Review psychological report and student progress data
   c. Review placement criteria in relation to present educational needs
   d. Make a placement decision. The decision alternatives include:
      (1) continue present placement
      (2) modify placement but continue exceptional child services, or
      (3) terminate exceptional child placement and return to regular program.

6. **Parent Notification.** The exceptional child coordinator requests that the social worker contact the parents to review the staffing recommendation and due process procedures and request their consent to proceed with the recommendations.
   a. If the parents disagree with the decision, a school hearing is scheduled.
   b. If they agree with the staffing decision the appropriate school personnel are notified to implement the decision.

7. **Dismissal from Program.** The child returns to the regular classroom setting with appropriate prior preparation and support provided to the receiving teacher by a person designated by the exceptional child coordinator.

8. **Maintain Student files.** The re-evaluation Staffing Form and the Parent Notification/Consent Form are filed in the exceptional child program office along with the rest of the student's records. A case file check list (See Appendix, Sample Form L) is maintained in each file for quick reference regarding the file's contents.

C. Administrative Duties

The exceptional child coordinator role is composed of numerous administrative responsibilities. Some of the primary tasks include the following:

1. **Coordination of Staff Development.** It is the responsibility of the exceptional child coordinator to continually assess the training needs of the exceptional child program staff. He/she should ensure that inservice training is offered within the district teacher inservice program. Additional steps to keep exceptional child personnel updated in their respective fields can be accomplished through subscribing to professional journals and providing the opportunity to attend state level conferences.

2. **Personnel Supervision.** The exceptional child coordinator should be integrally involved in the initial interview and supervision of exceptional child program personnel. The exceptional child coordinator should be aware of their role responsibilities and continually assess their performance through direct observation, written reports and logs of activities.

3. **Maintain Files and Records.** The exceptional child coordinator is responsible for the maintenance and updating of student files on all exceptional students in the district. The coordinator is also responsible for forwarding copies of the appropriate records to the school center.

4. **Department of Education Communication.** The exceptional child coordinator maintains close communication lines between the county school district and the state department of education (D.O.E.).

   These duties include the following:

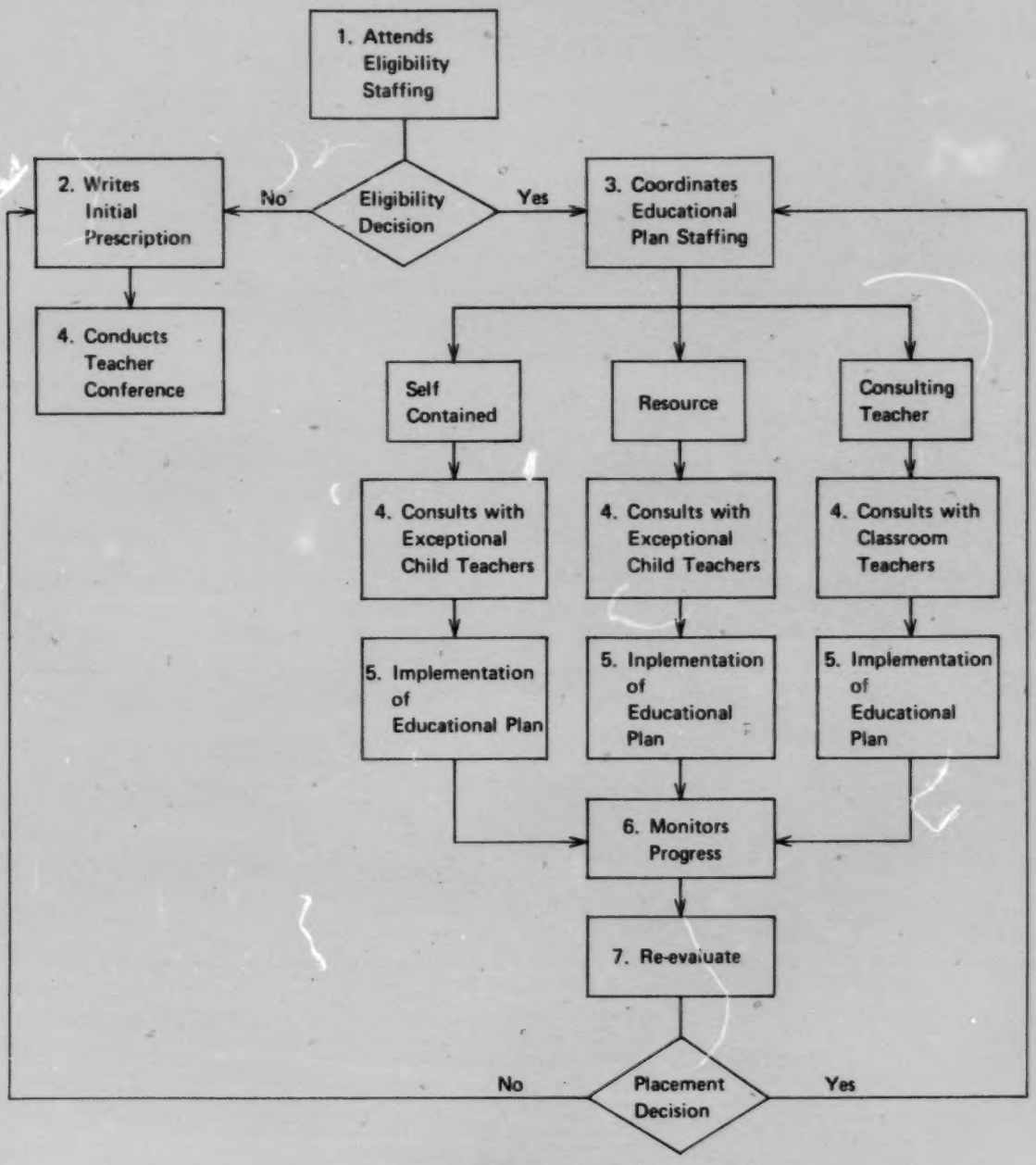
   a. Attendance at state level meetings.
   b. Consultation with Department of Education personnel concerning the development and approval of district guidelines for exceptional child programs.
   c. Communication of state and federal regulations to the appropriate district administrators.
   d. Enlist DOE consultation with regard to personnel and program evaluation.

5. **Maintain Financial Records.** The exceptional child coordinator has responsibility of maintaining financial reports regarding exceptional child education. This would include:

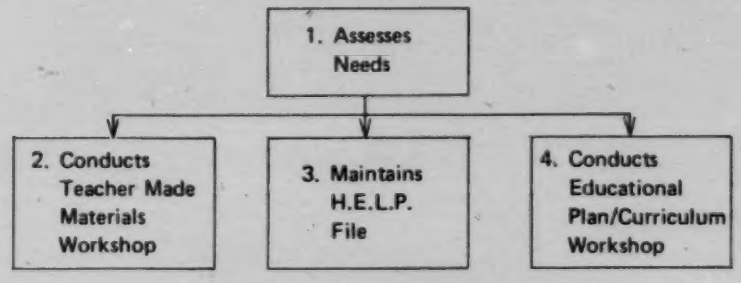
   a. Consultation with school center administrators and district finance officer with regard to the numbers of children involved in exceptional child programs, recorded by exceptionality and the degree of service.
   b. Contractual agreements for services not provided by district personnel.
   c. Requisition of necessary evaluation and instructional materials and supplies.

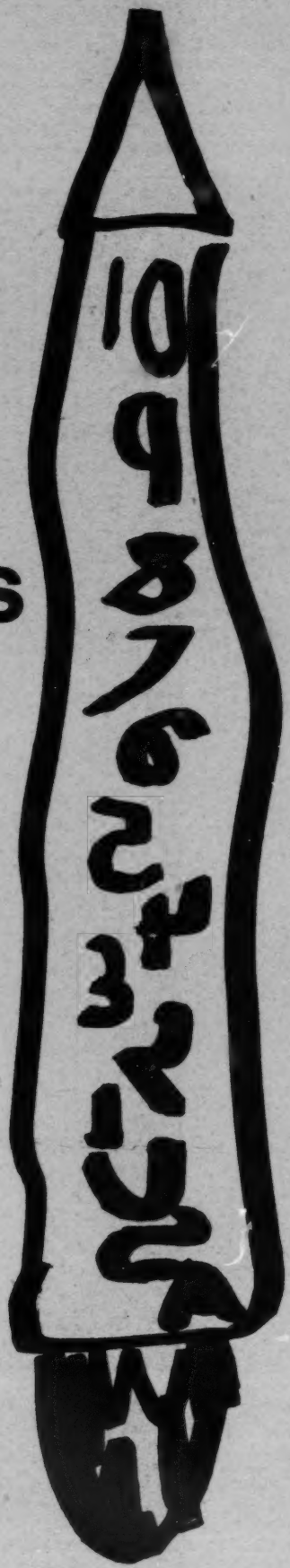
MODEL FOR CONSULTING TEACHER ROLE

A. INTERVENTION



B. TEACHER TRAINING


1. Assesses Needs
2. Conducts Teacher Made Materials Workshop
3. Maintains H.E.L.P. File
4. Conducts Educational Plan/Curriculum Workshop



Part III
Training Modules

THE ROLE OF THE CONSULTING TEACHER

Development

The Consulting Teacher role was developed by this project at the request of school personnel in the two counties served. A need was perceived for providing 1) mildly handicapped children with some minimal service while remaining in the regular classroom and 2) regular classroom teachers with consultation and assistance in implementing behavioral and instructional recommendations and planning appropriately for their exceptional students. Additional role responsibilities which have evolved with the development of this project include: conducting formal teacher training workshops, coordinating educational plan staffings and consulting with all teachers who are implementing educational plans for exceptional students. The development of this role has been followed by current legislation which is mandating that schools create and provide the least restrictive alternatives for students needing exceptional child services.

Aspects of Consulting Teacher Role

There are several aspects and responsibilities of the Consulting Teacher role that require varied skills in teaching, coordinating, consulting and training.

Teacher. The Consulting Teacher provides direct instruction to mildly handicapped students while they remain in the regular classroom. She/he works in concert with the regular classroom teachers and others giving direct service to develop, implement and evaluate their teaching efforts for these children.

Coordinator. As coordinator the Consulting Teacher plans and conducts educational plan staffings for all exceptional students. She/he works with exceptional child coordinators, regular and exceptional education teachers and parents in facilitating successful implementation of educational plans.

Consultant/Trainer. The Consulting Teacher provides consultation to regular and exceptional child teachers to facilitate the successful implementation of educational plans. To accomplish this goal the Consulting Teacher makes suggestions to teachers on methods and materials to use with their exceptional students taking into consideration the resources available. This is taken one step further with the training of teachers in implementing these suggestions by conducting classroom demonstrations, Teacher Made Materials Workshops and an Educational Plan Workshop.

Intervention

The Consulting Teacher role in the intervention process includes the following responsibilities:

1. **Eligibility Staffing.** The Consulting Teacher attends the eligibility staffings of all children being considered for exceptional child services. As part of the staffing committee he/she is responsible for reviewing results from Psycho-educational and Social Assessments, teacher observations and anecdotal logs and assisting in making a decision on the student's eligibility for exceptional child services based upon this information. With his/her knowledge of the child's assessed needs and district resources it is hie/her responsibility as part of the Committee to make a tentative recommendation for placement if the child is eligible. After a tentative placement decision is made the Consulting Teacher distributes blank Educational Plan forms to teachers and other appropriate personnel and sets a date for the Educational Plan Staffing which is convenient for those concerned. This staffing should be held as soon as possible so that the Educational Plan can be initiated. When a student is ineligible the Consulting Teacher notifies the regular classroom teacher that an Initial Prescription will be written.

2. **Initial Prescription.** The Consulting Teacher is responsible for writing Initial Prescriptions for regular classroom teachers who have students that are not eligible for exceptional child services but have been through psycho-educational diagnosis. This prescription includes suggestions for implementing recom-

mendations on the Psycho-educational Diagnosis, as well as other suggestions for instruction which will aid the teacher in planning for the child's instructional needs in the regular classroom. Following the writing of the Initial Prescription the Consulting Teacher confers with the regular education teacher on ways of implementing all suggestions.

3. **Educational Plan Staffing.** The Consulting Teacher coordinates and conducts the Educational Plan Staffing by:

a. Distributing blank educational plan forms (See Appendix, Sample Form G).

b. Ensuring that the following decisions are made and documented on the proper forms.
   1. Present levels
   2. Year end objectives
   3. Program Placement
   4. Duration of Services
   5. Initiation date of plan
   6. Evaluation procedures
   7. Short term objectives
   8. Time in regular classroom
   9. Other services

c. Sends copies of the Staffing Form to the Exceptional Child Coordinator, building Principal, and Exceptional Child teacher.

4. **Teacher Conferences.** The Consulting Teacher ensures communication between Regular and Exceptional Child teachers by reporting the planning for and progress of exceptional students.

5. **Implementation of Educational Plan.** The Consulting teacher provides consultation to regular and exceptional child teachers on the appropriateness of selected skill sequences for the exceptional students in their classes. She/he also selects and writes skill sequences for an evaluation period for students receiving his/her direct instruction. The exceptional child teachers use their curriculum guides to select appropriate skill sequences for their student and when these are inadequate make up their own sequences. After objectives are selected they are recorded on the Individual Instructional Performance Record (See Appendix, Sample Forms G). The regular education teachers may also be involved in this process depending on their interest and time. After the plan is completed for the evaluation period the teachers will monitor their student's progress on the selected objectives.

6. **Student Progress.** The exceptional child teachers and Consulting Teacher confer on at least a bi-monthly basis to discuss the progress of their students on the selected objectives. At the beginning of each evaluation period the students are given a pre-test covering the objectives. The mastery or non-mastery of each objective is recorded on the Individual Instructional Performance Record. Results from this test indicate what objectives need to be taught during the evaluation period. Only objectives not mastered on the Pre-test are taught. An interim test is given following instruction on each objective to determine mastery, and the results are recorded on the Individual Instructional Performance Record (IIPR). At the end of the evaluation period a Post-test is given over all objectives taught during that time. The results are then recorded on the Individual Instruction Performance Record.

7. **Change in Placement.** The results from the IIPR will be valuable to the teachers in communicating student progress to other teachers, administrators and parents. This information may be used when considering changing a student's placement because of inappropriate progress. The exceptional child teachers and Consulting Teacher may use the testing information when making monthly decisions on placement. The exceptional child teacher or Consulting Teacher may feel a student is inappropriately placed in the Exceptional Child program. If so, she/he may recommend that the student be re-evaluated to determine eligibility. A completed re-evaluation request (See Appendix, Sample Form H) then must be filed.

Teacher Training

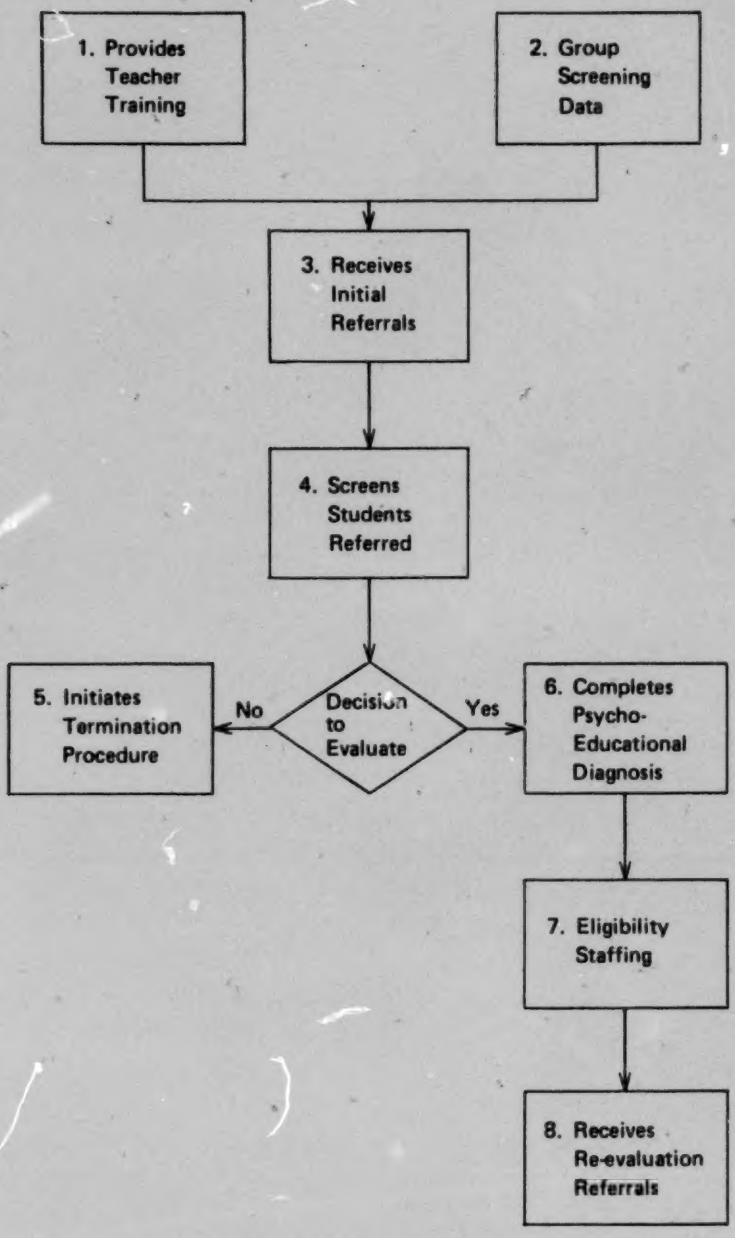
1. **Needs Assessment.** In order to ascertain the needs of the teachers working with exceptional students it is necessary for the Consulting Teacher to do some type of needs assessment. This can be of an informal nature by observation, consultation or request.

2. **Teacher Made Materials Workshop.** If the assessment indicates that the teachers need and want additional materials then the Consulting Teacher should plan and conduct a Teacher Made Materials Workshop (See Training Module for further detail, Part III).

3. **H.E.L.P. File.** If the exceptional child/regular education teachers indicate the need for the development of an easily accessible reference file or utilize the existing H.E.L.P. file it is the responsibility of the Consulting Teacher to maintain the file in each school center (See Training Module for further detail, Part III). This can also be done by the counselor, Exceptional Child coordinator, or an Exceptional Child teacher.

4. **Educational Plan/Curriculum Workshop.** If a need is identified training will be provided in the use of curriculum guides and educational planning procedures by the consulting teacher (See Training Module for further detail, Part III).

MODEL OF SCHOOL PSYCHOLOGIST ROLE



THE ROLE OF SCHOOL PSYCHOLOGIST

This model of the role of a school psychologist is designed for districts where the services of a school social worker and exceptional child coordinator are available. Coordination with these key personnel forms an essential part of the psychologist's function in the schools.

The role of the psychologist may be expanded to include adaptive behavior assessment in districts where the services of a social worker are not provided.

The degree of emphasis allotted to consultation and training versus identification of handicapped children is determined to a large extent by the student/psychologist ratio. With sufficient personnel, a district can receive more than just testing services from its staff of psychologists.

Essentially, the psychologist is responsible for implementing a service delivery system which will meet the needs of his/her district. The following summary presents some of the most essential aspects of the role of the school psychologist.

1. **Teacher Training.** The psychologist has primary responsibility for helping regular classroom teachers pinpoint those children to refer for psychological services. The psychologist also is frequently involved in helping teachers plan for children with specific learning problems. These tasks are carried out in two ways:
   a. *Direct Teacher Training*—An identification workshop (See Part III – Training Modules) is held during which the psychologist presents:
      (1) the characteristics of exceptional children via approved definitions, examples and case study descriptions
      (2) state and local guidelines for eligibility
      (3) the referral procedure
      (4) interpretation of group screening data
   b. *Indirect Teacher Training*—Each meeting with a teacher is felt to be an on-going training session. There are four main occasions when conferences are scheduled by the psychologist: (other conferences are at teacher's request).
      (1) conference following receipt of referral – at this time observation and testing schedule is arranged, suggestions given to teacher for any immediate problems, and other personnel are interviewed who have had contact with the child, e.g., speech therapist, guidance counselor, reading specialist, etc.
      (2) conference following termination of referral – A written summary of the classroom observation, achievement test results, rationale for termination and follow-up recommendations are presented and discussed with the referring teacher. (See #5 below)
      (3) conference during eligibility staffing – data collected are presented, interpreted and suggestions given to improve deficits identified. Staffing facilitates multidisciplinary communication.
      (4) consultation following eligibility staffing – A recommendation is sometimes made by the staffing committee for follow-up psychological services. These may include for example, establishing (with the teacher) a classroom behavior management program and monitoring its effect on the student. The social worker and/or parents may be involved in implementing a similar plan in the home. The teacher is responsible for all charting and administration of rewards. The emphasis is on supportive consultation and training rather than supplanting the role of the teacher.

2. **School Screening.** Assist schools in obtaining group intelligence, achievement or readiness data as screens for exceptional children.

   These data are used during the identification workshop and it is felt to be an essential element of the screening process. For other screening data required as part of the referral process, see

Identification Procedures. The psychologist follows these steps to utilize group test data for screening purposes:

a. Consultation with guidance counselor or other appropriate school personnel regarding test batteries to be administered to each grade.
b. Obtain copies of test results.
c. Summarize screening data for identification workshop.
d. Interpret data during identification workshop.
e. Follow-up low achievers with present teachers as possible referrals. As a result of these data, the psychologist often knows which children will be referred even before the referral is made. Thus, early identification and intervention of children in need of services is facilitated, and inappropriate referrals are minimized.
f. File data for future reference.

3. **Referral Log.** Receive referrals and maintain Exceptional Child Referral Log (See Appendix, Sample Form I). Data collected provides a basis for evaluation of the service delivery system and makes certain types of accountability readily apparent. For example, periodic reports may be submitted to administrators or teachers revealing average number of days from receipt of request to service action, placement or termination. The Exceptional Child Referral Log is basically a record-keeping device. On this log the psychologist records the following:
   a. Date referral is received.
   b. Date of completion of classroom observation and individual achievement measure.
   c. Completion of Home/Family Assessment, Psychological Assessment and Eligibility Staffing.
   d. Staffing decision or termination date.
   e. Number of days for each step.

4. **Screening.** Every student referred does not necessarily receive a complete psycho-educational and home and family assessment. To ensure the most efficient use of personnel time and the most expedient delivery of services to students a procedure to determine referral validity is recommended. Screening by the psychologist consists of three steps:
   a. Conferring with the referring teacher and significant others (see 1.b above).
   b. Observing the student in his regular classroom setting. Degree of on-task behavior, accuracy of assignments, general appearance, communication skills, and interaction with peers and teacher are some of the observations documented at this time. (See Appendix, Sample Form C).
   c. Administering an individual achievement test. The child's performance on this measure is compared with criteria for exceptional child programs and with his grade placement.

   Based on the data obtained in these screening steps the psychologist reaches a decision as to the appropriateness of continuing the evaluation.

5. **Termination of Referral.** If a child performs too nigh to warrant exceptional child services according to district achievement criteria and no significantly deviant behaviors were noted during the classroom observation, the referral is terminated. At this time the psychologist would:
   a. Write a summary of the classroom observation, achievement test results, rationale for termination and follow-up recommendations.
   b. Present and discuss termination summary with referring teacher. At this time recommendations may be made for referrals to other agencies or school personnel for follow-up services (e.g., social worker, guidance counselor, reading specialist, medical personnel, etc.). Suggestions for curriculum modification and behavior management techniques may also be offered as necessary.
   c. Ensure that parents will be notified of the referral termination and reason. The referring teacher usually is responsible for contacting parents.
   d. Distribute a copy of the termination summary to the exceptional child coordinator, building principal and other personnel to whom the student has been referred for follow-up services.

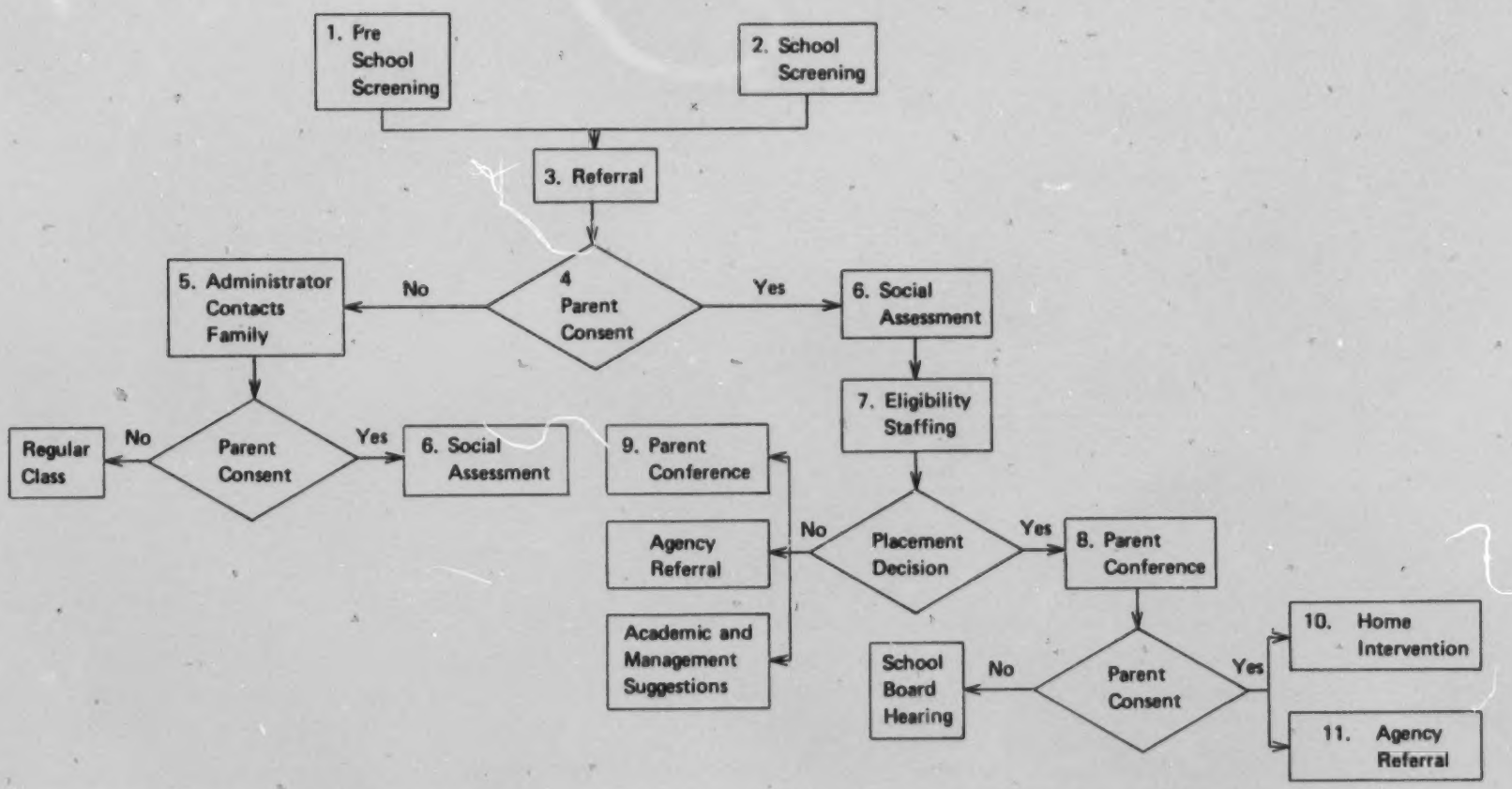
6. **Complete Psycho-educational Assessment.** If the decision is made to proceed with the evaluation the psychologist then would:

a. Notify the social worker to proceed with home and family assessment.
b. Administer appropriate intellectual, psycholinguistic and diagnostic measures. For a list of test instruments frequently used see Identification Procedures, Part I.
c. Analyze and interpret test data.
d. Write a report of findings and recommendations.
e. Submit copies of report to exceptional child coordinator for distribution to appropriate personnel.
Note: A data summary sheet attached to the report has been found to be helpful to teachers. (See Appendix, Sample Form M).

7. **Eligibility Staffing.** The psychologist works with the exceptional child coordinator in arranging and participating in an eligibility staffing (placement committee review) of each student evaluated by:
a. Determining the core committee for the case, comprised of at least the following: county exceptional child coordinator, referring teacher or agent, receiving teacher, social worker and psychologist;
b. Determining the significant others who may be included: nurse, guidance counselor, physical education teacher, parents, etc;
c. Notifying the exceptional child coordinator that the case is ready for staffing, and requesting that suggested participants be notified of meeting time and place;
d. Presenting report at staffing, providing further interpretations of data and answering any questions regarding the evaluation;
e. Recording the date of staffing on referral service log.

8. **Re-evaluation.** The psychologist receives requests for re-evaluation of students when the teacher(s) feels that the student is not receiving maximum benefit from the current educational placement or as required by law. (See Appendix, Sample Form H).
a. Document receipt of request.
b. Review case files.
c. Confer with teacher regarding documented progress shown.
d. Administer necessary psychological measures. Generally deficit areas only are re-evaluated according to the criteria upon which the placement decision was made.
e. Summarize results.
f. Distribute copies of report to exceptional child coordinator and request re-evaluation staffing.
g. Present findings and recommendations at staffing.

MODEL OF A SCHOOL SOCIAL WORKER ROLE



THE ROLE OF THE SCHOOL SOCIAL WORKER

The school social worker must be a state certified visiting teacher/school social worker. In addition various skills are needed to effectively execute the responsibilities of a school social worker in an exceptional child program. The following is a summary of the skills and qualifications needed by a social worker for the identification of and intervention with handicapped children and their families.

The ability to communicate with significant others, i.e., teachers, administrators, parents, service agency personnel, is imperative. He/she must be able to relate to families from diverse economic and cultural environments. In addition the social worker must encourage and support family members during their attempts to ventilate feelings and problems. An atmosphere of openness and understanding on the part of the social worker may facilitate healthy discussions, problem awareness, and increased familial independence. He/she also should have the skill to represent a child's home situation to school personnel accurately and perceptively.

In order to establish inter-personal relationships with family members and to initiate the helping process the social worker should have the capacity to empathetically experience the feelings and ideas of others. A social worker can maximize her/his emphathetic skill through a healthy self-concept, knowledge and utilization of mental health concepts, and understanding the family lifestyles of various cultural and economic stratums.

A school social worker must have knowledge, and skills in interviewing techniques. Interviewing style can be consequential in achieving honest parental responses. Good interviewing style can help parents identify strengths and weaknesses in their child and family. Body language, listening skills, and proper phrasing of questions can elicit pertinent facts.

The social worker must also be able to assess home environments, administer and interpret adaptive behavior instruments, and function with an inter-disciplinary staff during eligibility staffings to determine a child's eligibility for an exceptional child program.

A school social worker should also have a knowledge of pre-schoolers, handicapped children, adolescents, and family dynamics. This is especially helpful when functioning in the role of liaison between the school, home, and community.

The social worker should have a knowledge of State and local agencies for making proper referrals. A knowledge of available support services, eligibility requirements, and key contact personnel is desirable to help families attain maximum assistance. The monitoring service delivery helps insure that students and families receive needed services in a timely and effective manner.

In order to help meet the social and emotional needs of children and families a social worker should be able to provide individual and group counseling. The social worker should be able to adequately identify child and family needs and then establish objectives toward goal attainment.

It is also essential that a social worker understand due process and its relationship to handicapped children. Due process is a set of procedures which guarantees that handicapped children are protected in all matters pertaining to their identification, evaluation, and educational placement.

Social Work Identification Procedures

1. **Pre-School Screening Follow-Up.** Children who had demonstrated indicators of potential learning, behavioral, or medical problems during pre-school screening are referred to the social worker for follow-up.

When a child is suspected of having a learning problem the social worker obtains directions to the home and makes an appointment with the parents for a conference. During the home visit the social worker reviews with the parents the child's abilities as measured on the Pre-School Attainment Record. (See Pre-School Screening, Part III). The social worker together with the parents discusses the child's skill areas that need remediation. When the child's needs are identified the social worker will help the parents to establish learning or behavioral objectives. The parents are encouraged to work with their child toward goal attainment.

If the child is present, the social worker will show the parents what and how to teach their child. She/he will stress to the parents the importance of breaking a learning activity into smaller steps and immediately rewarding the desired behavior. The social worker also discusses the importance of parental consistency while attempting to change a child's behavior. The parents are encouraged to ask questions so that the new methods and techniques are fully understood.

The social worker may loan learning materials to parents to enable them to work with their child, or she/he may give parents suggestions and ideas for making learning materials out of common inexpensive household items.

When it is indicated that the child has a medical problem the social worker will identify the support services needed to remediate the problem. Available agency services are discussed with the parents and referrals are made to appropriate agencies. An agency referral and follow-up log is maintained by the social worker in order to ensure that families receive needed services in a timely and effective manner. (See Appendix, Sample Form F).

The social worker completes a contact summary on all home intervention services. The contact summary includes: date of home visit, contact person, materials utilized during the visit, objectives for the visit, and progress made. Copies of the contact summary are distributed to the child's future kindergarten teacher, principal and exceptional child coordinator. A log of all home visits is maintained in the child's file.

2. **School Screening.** Screening procedures are the initial step of a complete evaluation. Part of the referral process includes school screening, i.e., vision, hearing, speech, and medical evaluations.

If the referred child fails vision or hearing screening the social worker refers the child to the appropriate agency for remediation before the psychological evaluation can begin.

3. **Referrals.** The referring teacher completes all necessary referral forms (See Appendix, Sample Form A) prior to social work intervention.

4. **Parent Consent for Testing.** The social worker obtains parent consent for a psychological evaluation when the teacher is unable to obtain consent from the parents (See Appendix, Sample Form B). In order to obtain consent the social worker discusses with the child's parents the reason for the referral for a psychological evaluation. He/she discusses the child's academic or behavioral problems which are demonstrated in the classroom. The social worker explains to the parents what is involved in the psychological evaluation and how the evaluation will benefit their child.

5. **Administrator Contacts Family.** If the social worker is also unable to obtain parent consent for a psychological evaluation, a school district administrator discusses with the parents the need for an evaluation in order to obtain parent consent for testing. If consent is still withheld, no evaluation takes place.

6. **Social Assessment.** When parent consent for testing is obtained and the psychologist determines that a complete psycho-educational diagnosis is necessary, the social worker conducts a home visit to complete a social assessment. The social assessment is a summary of the child's social, developmental,

and family history. The social assessment also contains the child's level of adaptive behavior. Suggested instruments used to complete a social assessment and adaptive behavior are: Family Interview Form (See Appendix, Sample Form D), and the Development Profile (described in Part I—Identification Procedures), Vineland Social Maturity Scale, or the A.A.M.D. Adaptive Behavior Scale. The social assessment and adaptive behavior are obtained by interviewing the child's parent or legal guardian.

At the time of the visit the social worker also informs the parents of the complete identification and eligibility staffing procedures. The social worker explains to the parents the responsibilities of those who are involved in the identification process. The social workers also explain the eligibility staffing to the parents and encourage them to attend.

In order to establish a positive relationship between school and home and to ensure that the legal rights of children are protected, parents should be involved in the eligibility staffing. Prior to the staffing the social worker should explain to the parents the specific reason for the staffing, the types of alternatives that might be explored, the people who will be present, and the parent's role during the staffing.

Following the home visit and prior to the staffing the social worker prepares a case report by summarizing the child and family information, and by scoring and interpreting the adaptive behavior instrument. Through the use of a published adaptive behavior instrument and clinical judgement the social worker completes a written social assessment including summary and recommendations.

7. **Eligibility Staffing.** When the psychologist completes the psycho-educational diagnosis and the social worker completes the social assessment an eligibility staffing is conducted. The social worker attends the staffing to represent the child and family situation and the parent's viewpoint, to the staffing committee. When parents do not attend the staffing the social worker is an advocate for the family to ensure that all areas of the child and family are considered in the staffing committee's decision.

When parents attend the staffing an open discussion of the problem will not occur unless the following procedures are included: All participants should be introduced, all events that have led to the staffing and what is hoped to be accomplished should be discussed, clarification of terms when they are not understood by everyone present, and a summarization of the decision to ensure that everyone understands.

8. **Parent Conference on Eligible Students.** If the staffing committee recommends that the child is eligible for an exceptional child program, the social worker discusses this recommendation with the parents if they were not present at the staffing. At this time parents are requested to participate in the educational plan staffing to be held. (See Intervention Procedures, Part I).

The social worker explains to the parents why the child is eligible for an exceptional child program, what type of program has been recommended for him, and how the program will benefit their child. The social worker answers any questions the parents may have and then obtains parental consent for the child's placement in the exceptional child program. District hearing procedures may be initiated if parents do not agree with the committee's recommendations.

9. **Parent Conference on Ineligible Students.** If the staffing committee determines that the child has some deficit areas but is not eligible for an exceptional child program, the social worker discusses with the parents the child's initial prescription. The initial prescription is a set of recommendations compiled by the consulting teacher for the regular classroom teacher to further assist in teaching the child. (See Consulting Teacher Role, Part II).

The social worker informs the parents of what assistance the child will receive in the regular classroom even though he is not eligible for exceptional child education. The social worker may also make academic or behavior management suggestions to the parents for helping their child at home. The parents are encouraged to contact their child's teacher for a conference.

If the child or family is in need of assistance from a local agency the social worker may also help the family to coordinate with the agency to receive the needed assistance.

Social Work Intervention Procedures

10. **Individual Parent Training.** If a home based problem i.e., social, self-help, behavioral, has been identified during the initial family contact or at the Educational Plan Staffing, the social worker determines the parent's willingness to cooperate and ability to work with his/her child on behavior management skills.

The Home and Family Subjective Assessment Form (See Appendix, Sample Form J) is used to identify and document a parent's willingness to cooperate and ability to work with his/her child on a home based problem.

The form is a rating scale of characteristics which describe the parent's home, communicative abilities, receptiveness to and supportiveness of the educational program, personal appearance, literacy, mental health, and home resources which support school learning.

The form is comprised of nine categories which contain the characteristics described. The characteristics are on a scale for easy rating. Following the first in-depth parent contact the interviewer makes a subjective assessment of the home and family situation using the nine categories of family characteristics.

This rating scale enables the interviewer to recognize and document whether a parent is not willing to work with their child, e.g., non-verbal, poor attitude, overt refusal, non-support of school activities, are all evidence of parental non-willingness to work with their child. The scale also enables the interviewer to document and identify a parent's ability to work with their child. For instance, when a parent is experiencing mental health problems, such as alcoholism or depression, this too is evidence of an inability to work with their child. In the case of poor mental health the interviewer would refer the parent to a proper service agency for assistance.

The Home and Family Subjective Assessment form can also be used to identify a range of positive changes that might occur in the home. To document changes the interviewer would make a subjective assessment of the home and family situation after the first contact and again after intermittent visits throughout the entire helping process. Improvements in other areas, such as, home and yard, contact person's communication, receptiveness, personal appearance, school supportiveness, or mental health can be noted and possibly attributed to the interviewer's intervention with the family. .

If the parent is willing and capable of assisting with their child's remediation, the social worker then schedules an appointment with the parent for further home intervention. The social worker and the parents discuss the child's needs and establish objectives. Parents are taught to keep records, such as a frequency chart, which reflects the objectives to be addressed in the home. The parents are taught how to reward and shape desirable behaviors, and how to eliminate negative behaviors. Parents learn to count behavior frequency to learn if new techniques were successful.

Sequenced curriculum guides such as the *Santa Cruz Special Education Management System* can be used to plan attainment tasks toward goals. Curriculum guides can help parents identify realistic goals.

The social worker conducts at least two follow-up visits to monitor parental progress in helping their child toward the desired goal.

11. **Agency Referral and Follow-Up.** The social worker also identifies support services needed by the child or family. He/she helps to facilitate needed services by referring the child or family to the appropriate agency. The social worker maintains an agency referral and follow-up log to determine when the service was delivered and if it was effective. (See Appendix, Sample Form F).

The social worker reports all family contacts and the child's progress in the home to the child's regular classroom teacher, the child's exceptional child teacher, the principal, and the exceptional child coordinator by way of a written contact summary (See Appendix, Sample Form K). In addition a Family Intervention Summary Form covering the dates of home visits, objectives, and progress, is maintained in the child's file. (See Appendix, Sample Form N).

Parents are encouraged by the social worker to independently communicate with their child's teachers. The social worker may also make arrangements for the parents and teacher to share progress periodically.

Due Process. School social workers must be aware of due process procedures to safeguard the educational rights of handicapped children and their parents.

Procedural due process governs decisions regarding identification, evaluation and educational placement of handicapped children. It establishes the procedures that require the school to consider all program alternatives and to select that setting which is the least restrictive for the student considering his/her needs.

The following procedures must be provided in order to meet minimum due process standards:

1. Written notification before evaluation. Parents always have the right to an interpreter/translator if their primary language is not English.

2. Written notification before change in educational placement.

3. Periodic review of educational placement.

4. Opportunity for an impartial hearing including the right to:

    a. Receive timely and specific notice of such hearing.
    b. Review all records.
    c. Obtain an independent evaluation.
    d. Be represented by counsel.
    e. Cross examine.
    f. Bring witnesses.
    g. Present evidence.
    h. Receive a complete and accurate record of proceedings.
    i. Appeal the decision.

5. Assignment of a surrogate parent for children whenever:

    a. The child's parent or guardian is not known.
    b. The child's parents are unavailable.
    c. The child is a ward of the state.

TRAINING MODULE
PROCEDURES FOR WORKSHOP ON EXCEPTIONAL CHILD IDENTIFICATION

Purpose

The purpose of this workkshop is to train teachers to make appropriate referrals for exceptional child services. Three basic components are included in a workshop format to provide this training. The three components include 1) characteristics of educable mentally retarded, specific learning disabled and emotionally disturbed students (other exceptionalities being served in the district could also be discussed at this time) and the state and county criteria for placement in an exceptional child program, 2) interpretation of standardized group test data and 3) steps in referral proc[illegible].

Coordinator

The overall coordinator is the exceptional child coordinator for the district. Alternate personnel or additional personnel include school psychologists, school social workers and exceptional child teachers.

Planning the Workshop

Time required – Total time for this workshop is approximately two hours.

Scheduling – The three components of this workshop may be presented in whole or in part depending on the district's needs. Ideally, this workshop should be held during the preplanning days before the start of each school year. A Fall in-service day is an acceptable alternative. The date should be pre-arranged with the district in-service coordinator to avoid conflicts with other meetings and to provide in-service points for participants. The coordinator should also check with other school personnel whose assistance in conducting this workshop are desired to ensure their availability on the proposed date.

Facilities – Comfortable chairs and tables will be required for the participants. Availability of an electric outlet is necessary for the moderator's use. Several settings within a school lend themselves for these purposes – school library/media center, cafeteria or large classroom.

Participants – All general education teachers should be included the first year this workshop is conducted. Thereafter, only the attendance of new teachers may be required, with others participating if they choose. This workshop should be presented in each school each year. In large districts it may be necessary to train several moderators and assign them to schools so that all teachers can receive this training early in the school year. The Principal should attend or at least introduce the moderator when it is someone other than himself.

Promotion – Be sure to arrange with the appropriate person in the district for this workshop to be listed on the schedule for pre-planning days which each teacher receives. On the day of the workshop, it is a good idea to make an announcement over the school's public address system to remind teachers of the place and time of the meeting. When the workshop is held on a later in-service day, ask the school principals to announce the meeting time and place at the faculty meeting preceding the in-service day. An invitation may also be sent to each teacher in the form of a memo one week prior to the meeting.

Materials/Equipment Needed – The use of an overhead projector and screen is necessary for the moderator's use. A chart stand or chalk board ledge may hold the charts effectively in place. Sample hand-outs are included at the end of this module and are listed and discussed under each of the three elements below.

Conducting the Workshop

Part 1 – Characteristics of Exceptional Children/Placement Criteria

Characteristics of Exceptional Child may be presented in two ways, by descriptions given by exceptional child teachers and through fictional case studies.

Using exceptional child teachers as in-house specialists is an effective way of acquainting general education teachers with the exceptional child programs already existing in their schools. One exceptional child teacher in each area, Educable Mentally Retarded (EMR), Specific Learning Disabled (SLD), and Emotionally Disturbed (ED) may briefly discuss her program (self-contained, resource room, itinerant, etc.) and the type of student served. The moderator may supplement these presentations or give the presentation in the absence of a program at the school. Participants may receive handouts describing each of the three areas of exceptionality.

Fictional case studies are provided to each participant. As a group activity, teachers may be asked to judge which exceptionality, if any, is depicted. Teachers may also list the characteristics described in each case study which support their conclusions. The moderator should guide this discussion with questions as necessary.

Other points to be discussed include due process procedures, "least restrictive" alternatives, adaptive behavior assessment, and identification and placement procedures according to local guidelines.

Materials needed for this element include:

1) A list of behavioral characteristics of EMR, SLD and ED children available on charts and hand-outs.
2) State and local definitions, criteria for placement, charts and hand-outs.
3) Fictional case studies (3) adapted or composed by the moderator. Include at least one for which several alternative conclusions and solutions are possible.

Samples for items 1 and 3 are included following this section.

Personnel – This aspect of the workshop may be presented by any one or combination of the following:

1) Program description, characteristics, state and local criteria by exceptional child coordinator, exceptional child teacher(s), psychologist, or trained guidance counselor.
2) Adaptive Behavior Assessment, due process laws – any of the above or school social worker.

Part 2 – Interpretation of Standardized Group Test Data

Involvement of teachers in this aspect of training will depend on the grade levels included in county wide testing programs. Ideally, an achievement test (Metropolitan, Standford or other) will be administered each spring to all K-6 students. For purposes of early identification of exceptional children, it is strongly recommended that an appropriate group achievement test and a group intelligence test (such as the Otis-Lennon or Kuhlman-Anderson) be administered to all kindergarten, first and second grade students. Discrepancies between student's expected performance and actual achievement can then be further investigated. Teachers are often alerted to the existence of a possible learning disability or emotional disturbance which is interfering with the child's ability to reach his potential. Sometimes, further investigation results in the discovery of a vision or hearing problem.

Recent legislation concerning Early Childhood Education has resulted in pre-school or kindergarten screening programs. In some areas, Title I testing is carried out twice a year. Information from any existing testing program can be utilized for the purposes of screening for exceptional children. Copies of

test results should be readily available upon request from local test coordinators. The characteristics and usefulness of the test(s) used by the district should be briefly discussed. In addition, teachers should be encouraged to place validity in test data only when it correlates with their observations in the classroom.

The use of an overhead projector with transparencies of an actual class test results print-out is an effective way of demonstrating the interpretation and analysis of standardized group tests.

An additional transparency will help the moderator review for the teachers some terminology commonly used in normative data reporting. A normal distribution (Bell-Shaped) curve showing standard deviations, percentile, stanine and IQ distributions is all that is necessary for this purpose. A hand-out of this transparency will provide a reference to which teachers may refer whenever they are concerned about a student's standing relative to the norm.

Materials needed for this portion of the workshop:

1) Copies of group test results—generally available upon request from local testing coordinators.
2) Transparency of one class profile sheet of each test administered.
3) Transparency of normal distribution curve.
4) Hand-out of normal distribution curve.

Personnel — This interpretation of standardized group test data as a screen for exceptional children may be effectively presented by any of the following personnel: exceptional child coordinator, psychologist, previously trained principal, guidance counselor or exceptional child teacher.

Part 3 — The Referral Process

The referral process varies in each district but certain points are essential to cover when discussing this process. Teachers need to know: where to obtain referral forms, how to obtain parental consent for testing, where to find the information which may be required on the form, and what to do with the form once it has been completed.

There should be one central location in each school where referral forms are kept. This may be the guidance office, teacher's workroom, school secretary's file cabinet or some other designated place. Circumstances and personalities vary from school to school. However, it is essential that teachers are informed or reminded where these forms are kept at the beginning of each school year.

To assist the teachers in observing and presenting a complete picture of the child's behavior, the teacher is asked to complete a behavior rating scale such as the Myklebust Pupil Rating Scale or a county developed measure.

In some cases it may be desirable to establish a check-point right at the beginning of the referral process, when a teacher comes to obtain a referral form from the guidance counselor or principal, for example. A brief discussion may reveal some alternatives to follow before referring a student such as, requesting vision or hearing screening, parent conferences, consultation with reading specialist, curriculum coordinator, guidance counselor, etc.

If no faculty member is available to discuss possible referrals it is all the more important to carefully review the referral process at the workshop.

Teachers should be encouraged to make every attempt to have a personal contact with the parent to explain the reasons for referral and to obtain their written consent. No referral is processed without this consent.

It is also essential that the school eliminate physical factors as the cause of the child's difficulty in

school before making a referral for exceptional child (EMR, SLD and ED) placement. Results and date of vision, hearing, speech and general physical examinations are to be recorded on the referral form. When the school receives direct services from a nurse, speech therapist and vision teacher, then these specialists should fill in the appropriate portions of the referral form. If the services of these personnel are not available on a regular basis, the referring teacher may fill in this information from data obtained from the student cumulative record folder.

Hand-outs obtained from speech, hearing and vision teachers may be distributed. These should describe the behaviors teachers may observe in children with problems in each area and define terms commonly used in the screening of these children, such as acuity, fusion, lateral and vertical posture.

Finally, workshop participants need to be told what to do with the referral form once all the data has been collected. A final check-point is recommended at the school. The guidance counselor, an exceptional child teacher, or other faculty member may check the referral for accuracy and completeness. The principal's approval and signature should then be obtained before the referral is forwarded to the Exceptional Child Coordinator.

As a practice individual or group activity, workshop participants may be given time to complete an actual referral form. This activity may reveal problem areas which need further explanation. Each item on the local referral form should be discussed along with sources of information for the items.

Materials required for this section:

1) A copy of the referral form currently in use for each participant including the form for parent permission used in the district.
2) A behavior rating scale such as the Myklebust Pupil Rating Scale.
3) A transparency of the referral form.
4) A sample cumulative folder with standard county adopted enclosures, e.g. health records.
5) Hand-out listing behaviors of children with vision difficulties.
6) Hand-out listing behaviors of children with hearing difficulties.
7) Hand-out listing behaviors of children with speech difficulties.
8) Hand-out of definitions of terms used in vision, hearing, and speech screening.

Samples for items 5-8 are included following this section.

Personnel who may present this section:

1) Referral Process – exceptional child coordinator, principal, exceptional child teacher, psychologist, guidance counselor.
2) Exclusion of physical handicaps – any of the above or vision, speech, hearing teachers.

Evaluation

Evaluation of this workshop can be accomplished through a combination of methods: 1) completion of a referral form utilizing fictional case data, 2) a formal evaluation form assessing the format, information presented and recommendations for future workshops, (included at the end of this section) or 3) a record of subsequent appropriate referrals made by teachers trained in the workshop.

Follow-Up

It is recommended that the workshop trainer conduct a teacher conference within a month following the workshop regarding those children mentioned by teachers or pinpointed during the data analysis as possible exceptional students. During this conference a referral could be initiated if this had not been done.

A summary report of workshops held may be written and submitted to building principals and the district superintendent. If several different moderators conducted the workshop in different schools, these moderators should prepare a summary for the exceptional child coordinator. The summary may contain information regarding the date and time of the workshop, the teachers in attendance, their evaluation of the workshop, problems or difficulties encountered and recommendations for future training.

Comments

Many general education teachers have reported this workshop to be helpful to them in identifying exceptional children in their classroom. A common discussion point raised has been that so-called "slow learners" sometimes perform lower than exceptional students on group tests but do not qualify for services in the exceptional child programs of the district. For this reason districts are encouraged to review the placement criteria carefully with the participants.

The use of actual group test data has been enthusiastically received by the teachers who reported that this information is usually just filed away. The use of such data is not limited to identification of possible exceptional students. The moderator of this workshop may suggest further in-service training for general education teachers in the use of standardized group test data in diagnosis and prescription to the appropriate administrator in the district.

HAND-OUTS FOR

EXCEPTIONAL CHILD IDENTIFICATION WORKSHOPS

EDUCABLE MENTAL RETARDATION

"Mental retardation" refers to significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior, and manifested during the developmental period.

"Significantly subaverage" refers to performance of approximately two standard deviations from the mean of a standardized intelligence test (IQ of 68-69±5 pts).

"Adaptive behavior" is the effectiveness or degree with which the individual meets the standards of personal independence and social responsibility expected of him.

Some characteristics you may observe in a child who has mental retardation:

1. The child may learn at a rate ½ to ¾ the rate of normal students.
2. The child may have poor language ability, i.e., a six year old child may have the vocabulary and grammatical skills of a 3 or 4 year old.
3. The child may have difficulty with abstract concepts.
4. The child may lack creativity and originality.
5. The child may be unable to generalize, e.g., he may learn to stand in line in the lunchroom, but not realize that he should also stand in line to catch the bus.
6. The child may have a short attention span and a low tolerance for frustration.

SPECIFIC LEARNING DISABILITY

"Children with special (specific) learning disabilities exhibit a disorder in one or more of the basic psychological processes involved in understanding or in using spoken or written language. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They *do not* include learning problems which are due primarily to visual, hearing, or motor handicaps, to mental retardation, emotional disturbance, or to environmental disadvantage."

Some characteristics you may observe in a student suspected of having a specific learning disability:

1. The child may be baffled by differences between letters (b, d), between similar sounds (e, i), or between letter sequences (saw, was).

2. The child may reverse letters or display "mirror" writing.

3. The child may have difficulty with concepts and abstractions, e.g., finding differences or similarities in a group of objects, distinguishing "over", "under", "between".

4. The child may be hyperactive, distractible, or uncooperative.

5. The child may exhibit poor coordination or motor control. He may appear awkward in hopping, skipping, or jumping.

6. The child may have difficulty in repeating what he has just heard or seen.

EMOTIONAL DISTURBANCE

"Inability to learn at a rate commensurate with his intellectual, sensory-motor, and physical development; inability to respond appropriately to day-to-day life situations. The behavior may range from hyperactivity to withdrawal."

Some characteristics you may observe in an emotionally disturbed child:

1. The child may lack the ability to maintain satisfactory relationships with peers and teachers.

2. The child may display inappropriate types of behavior or feelings under normal conditions.

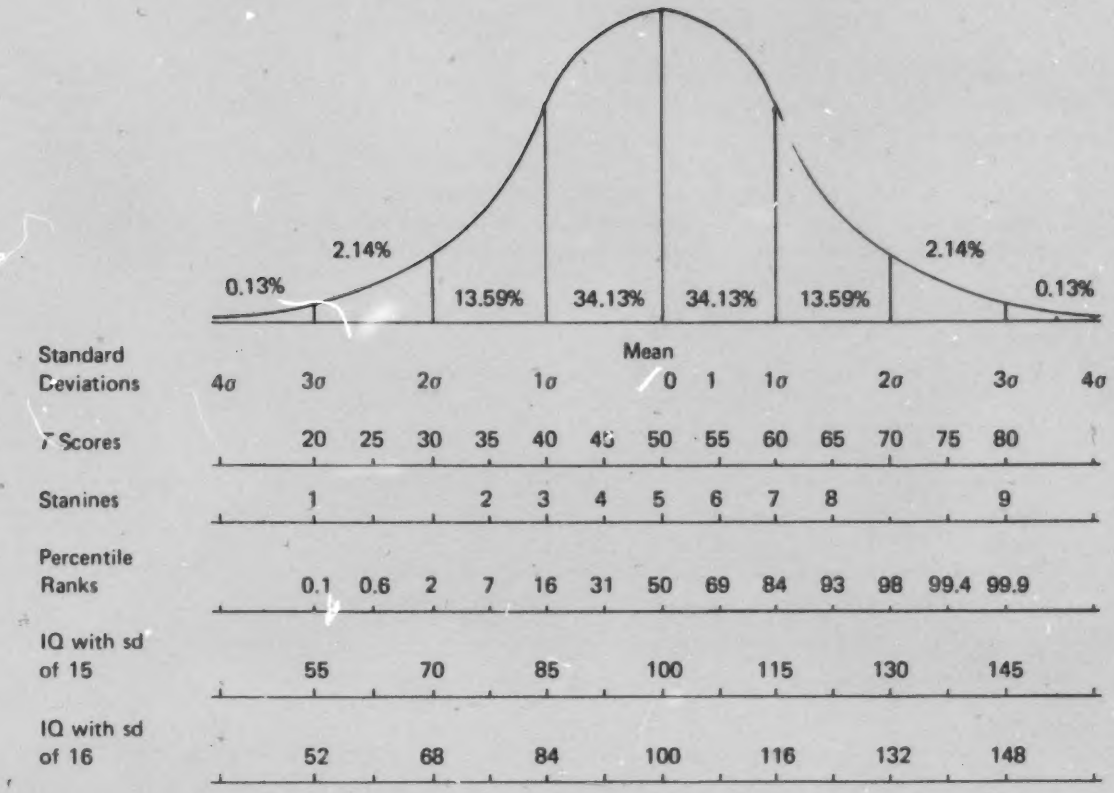
3. The child may display a pervasive mood of unhappiness or depression.

4. The child may develop physical symptoms, pains, or fears.

5. The emotionally disturbed child is often older than his classmates and may have a high absentee rate.

6. The child may display such conduct disorders as defiance, disobedience, impertinence, uncooperativeness, irritability, temper tantrums, hyperactivity, negativism, aggression, or cruelty.

7. The child may display personality disorders such as hypersensitivity, shyness, feelings of inferiority, lack of self-confidence, fear, anxiety, over-dependence, or depression.



NORMAL CURVE

Stanine		Percentile
9		96-99
8	high	89-95
7		77-88
6		60-76
5	Average	40-59
4		23-39
3		11-22
2	low	4-10
1		1- 3

Myklebust Pupil Rating Scale

		Ave. Scores
Auditory Comprehension	12	verbal
Spoken Language	15	27
Orientation	12	non-
Motor Coordination	9	verbal
Personal-Social Behavior	24	45
	Total	72

CASE STUDY # 1

Susie is a first grader who is having great difficulty because she lacks any readiness skills. She can not recognize many of the alphabet letters and has not yet learned to write her name correctly. You've noticed that Susie is easily frustrated by activities involving number concepts. She still seems uncertain as to the meanings of "larger" and "smaller" or "same" and "different."

Susie is easily distracted. She has a short attention span and seems to lack the ability to concentrate on a task. It takes her about twice as long as her classmates to complete a task or to understand an activity. Often individual help with a great deal of repetition is necessary for her to complete an activity.

Susie seems to have little in common with her classmates. She appears uneasy with them and prefers to either be alone or with younger children.

The cumulative record on Susie shows that she has a chronological age of 6-6. Her IQ according to group testing is 69. Susie's kindergarten teacher had commented that Susie "did not seem to be able to learn anything" and that she lagged behind the other students in almost every area.

CASE STUDY # 2

George is far below other members of his class in all academic areas. Although he repeated first grade, he is unable to cope with second grade material and the responsibilities that go with it. He has not grasped concepts he should have learned even in Kindergarten.

He is very erratic in his behavior in relation to learning. You have found him difficult to motivate, and you have noticed that his attention span is extremely short. He seems to learn in spurts, learning concepts at one time yet later appearing to have blocked out those same concepts. George frequently raises his hand to answer a question, yet, when you call on him, a blank expression comes on his face and he says he has "forgotten."

Although he has great difficulty with reading, he is a whiz in science and has a great imagination.

You find yourself devoting a disproportionate amount of time and energy to George. You constantly have to remind him to stay in his seat, to pay attention, not to poke his neighbor, and not to make funny noises. In fact, you've reached the point that you really don't care what George does as long as he is quiet and doesn't roam around the room.

The other students tend to ignore George most of the time. They describe his actions as "silly" and seem to be annoyed with him.

No test scores exist on George's cumulative record, but you feel that George is basically bright because he can complete assignments with a great deal of accuracy when you work exclusively with him.

CASE STUDY # 3

Joe is a second grade student who is unable to read despite varied approaches and a concentrated attempt on your part to teach him basic reading skills. You have given him worksheets to help build reading skills, but he seems to be absent-minded or inattentive. He seems unable to categorize information, for example, he does not recognize that a dog does not belong to the same group than an apple, pear, and orange belong to. Even if you tell him the correct answer, he seems not to understand and still fails to mark the appropriate answer. You have, at times, asked him to repeat something you have just told him, and you've found that he's unable to. He also has difficulty remembering the days of the week and has particular difficulty recalling which day follows another.

Despite these problems, Joe seems to be bright and has a great deal of common sense. He also seems to enjoy math and has little difficulty with number concepts.

Joe's cumulative folder shows that Joe has a chronological age of 7-4, and IQ score of 104 from group testing, and a mental age of 7-6.

REFERRAL FORM
KEYSTONE TELEBINOCULAR VISUAL SCREENING

Child's Name _____ Date _____

Age _____ Grade _____ Teacher _____ School _____

Please check the appropriate statements*

_____ Squints to see chalkboard or requests to move nearer

_____ Holds book too closely; face too close to desk surface

_____ Fatigues easily; blinks to make chalkboard clear up after desk task

_____ Makes frequent errors in copying from chalkboard to paper on desk

_____ Blinks excessively at desk tasks and/or reading; not elsewhere

_____ Complains of seeing double

_____ Squints, closes or covers one eye

_____ Tilts head extremely while working at desk

_____ Loses place often during reading

_____ Child reports frequent headaches in forehead or temples

_____ Child reports blurring of prints after reading a short time

*This form was prepared to select children for screening with the Keystone method only. It is not intended to be a complete checklist for all visual problems.

TERMS FROM VISUAL-SURVEY RECORD FORM

KEYSTONE TELEBINOCULAR SCREENING

1. NEAR-POINT *FUSION*

   The ability to integrate the data from the two eyes to form a *single* "picture."

2. LATERAL POSTURE

   Muscle balance test to determine if eyes are focusing on exact same "spot" horizontally – crossed eyes fail this test.

3. VERTICAL POSTURE

   Muscle balance test to determine if eyes are "seeing" on same vertical level (up and down). *Few* children fail this subtest.

* Both Lateral Posture and Vertical Posture affect fusion.

4. NEAR POINT ACUITY

   Ability to see images which are "near".

5. FAR POINT

   Ability to see images at a distance.

A copy of the Visual-Survey Record Form is placed in the student's Cumulative record. Results are also available from the Vision Teacher.

A follow-up letter is sent home to the parents of children who fail the screening. A portion of the letter is to be returned indicating whether or not the parent plans to take the child to an eye specialist.

The Vision teacher works to obtain agency services for children whose parents cannot afford the fees for the service which is needed and/or arranges transportation.

HEARING PROBLEMS OF SCHOOL AGE CHILDREN

The child with the worried expression on his face as he intently watches as you speak to him may be one of the many children with deficient hearing. So may the child with any of the following characteristics:

He fails to pay attention when casually spoken to.

He gives the wrong answers to simple questions.

He "hears" better when watching the speaker's face.

He is functioning below his potential ability in school.

He often asks the speaker to repeat words or sentences.

He has frequent earaches and running ears.

He has frequent colds.

He has frequent upper respiratory infections like sinusitis and tonsilitis. He has allergies similar to hay fever.

He has become a behavior problem at school and at home.

He fails to articulate correctly certain speech sounds or he omits certain consonant sounds.

He often fails to discriminate between words with similar vowels but different consonants.

He is withdrawn and does not mingle readily with classmates and neighbors.

Today, fortunately, hearing deficiencies which might cause children to exhibit the above symptoms can be detected at a very early age. Prompt and proper medical and surgical care can often restore hearing to normal. Where the hearing loss is irremediable, the early wearing of hearing aids, early speech and hearing training and special education provisions in the classroom can often help these children to make happy and successful educational and social adjustments.

Please refer children with possible hearing losses to the Speech Therapist serving your school.

SPEECH THERAPY PROGRAM
JEFFERSON COUNTY PUBLIC SCHOOLS

Teacher's Guide for Assessing Speech Problems

Because the school population is too large for speech screening of each student to be done by the speech therapist, in order to discover those children who are in need of speech therapy it is necessary for the therapist to rely on the classroom teacher's evaluation of each student's speech. In evaluating your student's speech patterns, please use the following list of behaviors to determine if a problem meriting evaluation by the therapist is present. Please refer any student who exhibits a speech problem even though it may seem minor and even though the problem does not seriously affect the student's intelligibility.

The following is a list of behaviors to be used as your guide:

Articulation:

- Generally difficult to understand
- Displays difficulty saying certain words
- Substitutes one sound for another
  - Examples – says wing for ring
    says thumb for some
    says wake for lake
    says tan for can
- Omits syllables or sounds in words

Stuttering:

- Repeats sounds or parts of words
- Displays difficulty initiating speech, hesitates before speaking with or without tension
- Prolongs sounds in words

Voice:

- Continual hoarseness
- Nasal – talks through nose
- Denasal – sounds as if always has a cold
- Pitch too high or low, inappropriate for age

Hearing:

- Watches the mouth of speaker
- Requires directions to be repeated
- Often misunderstands what is being said
- Turns head with one ear consistently toward speaker
- Voice is excessively loud or soft

Please feel free to refer children any time during the year when a speech problem is noticed.

EVALUATION OF TEACHER WORKSHOP ON CORRECT IDENTIFICATION OF EMR, SLD, AND ED STUDENTS

1. Do you feel that the definitions were presented in a clear, concise manner? Yes ( ) No ( )
   Comment:

2. Do you feel you now have an adequate understanding of the distinguishing characteristics of each exceptionality? Yes ( ) No ( )
   Comment:

3. Was the workshop format effective? Yes ( ) No ( )
   Comment:

4. Was the structure of the workshop suitable for your group? Yes ( ) No ( )
   Comment:

5. Was the length of the workshop too short ( ) too long ( ) adequate ( ).
   Comment:

6. Do you feel that the information presented in this workshop was appropriate to your needs? Yes ( ) No ( )
   Comment:

7. Do you feel competent to recognize EMR, SLD, or ED students in your classroom? Yes ( ) No ( )
   Comment:

8. Do you desire further information regarding the exceptionalities? Yes ( ) No ( )
   If so, what?

9. Any additional comments

TRAINING MODULE
ADMINISTRATIVE STAFF WORKSHOP

Purpose

This workshop is designed to inform county administrative staff members of district identification and intervention procedures and programs for exceptional children. Their understanding and support of exceptional child education is integral to its operation and acceptance in the school centers and community. It is also essential that district administrators be cognizant of current legal issues and mandates related to the education of the school aged handicapped students. This workshop should also provide an opportunity to alert district administrators to program deficits to initiate a search for solutions.

General objectives of this workshop include:

1) Review of county identification/intervention procedures and exceptional child programs.
2) Review Public laws and State statutes regarding rights of exceptional students and their parents.
3) Review and discuss state program assessment of exceptional child programs.
4) Identify consultant resources for exceptional child program development and implementation.

Coordinator

This workshop is conducted by the district exceptional child coordinator with possible assistance from the school psychologist and social worker.

Planning the Workshop

Time Required – This workshop can be effectively presented in one and one half to two hours.

Scheduling – Since upper-level administrators are involved, scheduling should be coordinated with the district superintendent of schools and the district in-service coordinator who are most likely aware of previously scheduled meetings in the district. This workshop may be presented during any regularly scheduled county staff meeting (and should be held early in the school year?).

Facilities – A conference room is a conducive setting. The School Board Meeting Room or other large room with tables and comfortable chairs may also be used.

Participants – Workshop participants include the following administrative personnel: district superintendent, curriculum coordinators, school principals and secondary and elementary supervisors. School Board members may be included, if desired.

Promotion – A meeting of this type needs very little promotion as it is not intended for the community. A memo from the superintendent to participants two weeks in advance of the meeting will most likely ensure maximum attendance.

Materials/Equipment needed – Each participant should be provided with the following:

1) A copy of the district plan for exceptional child programs.
2) A handout of the public school laws and state statutes pertaining to exceptional child education. (See Vol. II-B of Florida State Guidelines).
3) A sample assessment checklist of exceptional child programs. (Included at the end of this section).
4) A list of state consultants and others such as volunteer organizations who may serve as resources for exceptional child program development and implementation.

A transparency of the identification and intervention processes reproduced from the State Guidelines for Exceptional Child Programs is another effective aid. An overhead projector will be needed if this visual is used.

Conducting the Workshop

The district exceptional child identification and intervention procedures are presented to the administrative staff relative to their positions and involvement in the various steps. For example, a principal is integrally involved in all aspects – from initial referral through re-evaluation after a child has received exceptional child program services, while the curriculum coordinator may be involved only in the classroom instructional program for an exceptional child. Emphasis is placed on the legal ramifications of the developed procedures and their implementation and documentation. An effort should be made on the part of the workshop conductor not to present the legal aspects in a threatening manner but rather from the standpoint of the rights of every child to an appropriate education and the district's desire to provide such.

The presentation and discussion of public school laws and state statutes would change from year to year as new legislation is passed. Currently, the following areas may be emphasized:

1) Mandate to identify and serve *all* exceptional children (specify exceptionalities)
2) Due Process Procedures
3) Adaptive Behavior Measurement (Mentally Retarded)
4) Comprehensive Screening
5) Early Childhood Education; Pre-school Screening
6) Individual Educational Planning

In discussing the mandates, it is suggested that the workshop leader point out the ways in which the district is currently meeting legal mandates. The administrators should be alerted to known violations and solutions should be discussed at this time.

The final component of this workshop is the introduction to program assessment or audit procedures currently being developed and instigated at the state level. An effective way to present this important aspect of exceptional child education is to develop a simple program assessment form which the administrators can complete in an effort to assess district and school center programs, procedures and personnel. Again the workshop leader should be cautioned against allowing this activity to become a threatening rather than a problem-identifying exercise.

As needs are identified using the assessment instrument the coordinator should allow time for participants to discuss possible causes and/or solutions. Providing a consultant resources list may allow individuals or a group of participants to explore alternative solutions to identified needs.

Follow-Up

If time and interest permit, committees may be formed to further study or develop solutions to needs identified during the workshop. A follow-up conference between the Coordinator and each participant is suggested if possible. During this conference, specific concerns and recommendations could be discussed. These conferences would enable the Exceptional Child Coordinator to be sensitive to the specific concerns of each party and to establish cooperative working arrangements to improve administrative understanding and support of exceptional child programs.

Comments

A summary report of any follow-up conferences conducted by the exceptional child coordinator may be sent to the district superintendent as his understanding and support is perhaps the most vital in terms ef affecting district-wide improvements.

Sample Exceptional Child Program Assessment

DEVELOPING MODELS FOR SPECIAL EDUCATION
ESEA TITLE III
Jefferson and Wakulla County
Box 499
Monticello, Florida 32344
Phone: (904) 997-3781

Type of Exceptional Child Programs

EMR _____ Resource ____
Self-Contained ____

SLD _____ Resource ____
Self-Contained ____

TMR _____

ED _____ Resource ____
Self-Contained ____

Position _____

School _____

District _____

1. Indicate the most common student referral source.

   a. Community Source

   Parent _____
   Physician _____
   Local County Health Department _____
   Local mental health facility _____
   Local office of Division of MR _____
   Other

   b. School Source

   Teacher _____
   Special Education Teacher _____
   Guidance Counselor _____
   Principal _____
   Psychologist _____
   Diagnostician _____
   Psychometrist _____
   Speech Clinician _____
   School social worker _____
   Other _____

2. Is the following screening information available prior to:

	Psycho-educational Assessment		Eligibility Staffing		Provided by
	Yes	No	Yes	No	
Behavioral assessment	___	___	___	___	_____
Social & family information	___	___	___	___	_____
Vision screening	___	___	___	___	_____
Hearing screening	___	___	___	___	_____
Speech & Language Screening	___	___	___	___	_____
General medical exam	___	___	___	___	_____

3. Are the results of any standardized intelligence or achievement tests available prior to eligibility staffing?

Yes _____
No _____

4. Which tests are used?

	Administered by
Kuhlman-Anderson Intelligence Test	_____
Peabody Individual Achievement Test	_____
Iowa Test of Basic Skills	_____
Wide Range Achievement Test	_____
Metropolitan Achievement Test	_____
California Test of Basic Skills	_____
Gray Oral Reading Test	_____
Slosson Reading Test	_____
Key Math Diagnostic Arithmetic	_____
Stanford Achievement Test	_____
Other, Specify	_____

5. Is a psycho-educational assessment conducted prior to eligibility staffing?

Yes _____
No _____

6. What tests are included in this assessment?

	Administered by
Wechsler Preschool and Primary Scale of Intelligence	_____
Wechsler Intelligence Scale for Children	_____
Wechsler Intelligence Scale for Children (revised)	_____
Wechsler Adult Intelligence Scale	_____
Stanford-Binet	_____
Peabody Picture Vocabulary	_____
Goodenough Draw-A-Man	_____
Slosson Intelligence Test	_____
Wide Range Achievement Test	_____
House/Tree/Person	_____
Illinois Test of Psycholinguistic Abilities	_____
Frostig, Developmental Test of Visual Perception	_____
Bender-Gestalt Visual-Motor Test	_____
Other, Specify	_____

7. Who participates in the eligibility staffing?

Parents	_____
Exceptional Child Coordinator	_____
Guidance Counselor	_____
Principal	_____
School Psychologist	_____
Psychometrist	_____
Speech clinician	_____
School social worker	_____
Special education teacher	_____

Referring teacher _____
Other, specify _____

8. Who makes the decision of student eligibility for placement in the Exceptional Child program?

Special education administrator _____
Special education administrator's designee _____
Psychologist _____
Principal _____
Guidance counselor _____
Special education teacher _____
Regular teacher _____
Staffing committee _____
Other, specify _____

9. Is there an educational plan available as a result of an educational planning staffing?

Yes _____ If yes, who participates _____
No _____

10. Is there evidence in the student's records that the parents were notified of the child's exceptionality and proposed assignment?

Yes _____
No _____

11. Is there evidence in the student's records that the parents were given information on due process procedures?

Yes _____ Don't know _____
No _____

12. Is there signed parent permission for placement on file? Yes _____ No _____ Don't know _____

13. Which curricular activities are provided in the Exceptional Child program?

	EMR	ED	SLD
Self Care Skills: (Grooming, feeding, mobility, etc.)	_____	_____	_____
Basic Academic Skills:			
Science & Social Studies	_____	_____	_____
Language	_____	_____	_____
Reading	_____	_____	_____
Communication	_____	_____	_____
Arithmetic	_____	_____	_____
Social Skills: (Group situation, interpersonal relationships, etc.)	_____	_____	_____
Affective Skills: (Self concept, creativity, self actualization, etc.)	_____	_____	_____
Physical/motor skills	_____	_____	_____
Career/vocational/occupational skills	_____	_____	_____
Other	_____	_____	_____

14. Are Exceptional Child students integrated into basic education classes?

Yes _____ Explain: _____
No _____ _____

15. What other program components are provided for Exceptional Children?

By Whom _____

Parental training or involvement _____ _____
Education for Visually Handicapped _____ _____
Physical therapy _____ _____
Counseling _____ _____
Speech therapy _____ _____
Agency Referral/Follow-up _____ _____

16. Is there a performance profile, or record for each EC student on file?

Yes _____
No _____

17. Are periodic educational re-evaluations performed for Exceptional students?

Yes _____
No _____

A. If yes, by whom? _____

B. Type of Instruments used?
Standardized tests _____
Criterion reference tests _____
Other, specify _____ _____

C. How often? _____

D. Where is this recorded? _____

18. Has an articulation staffing been performed since placement was made in the ED program?

Yes _____
No _____

A. If yes, who attends?
Special education coordinator _____
Guidance Counselor _____
Principal _____
Teacher (EC) _____
Psychologist _____
Other, specify _____ _____

B. When performed? _____

19. Is reporting to parents done on a regular basis?

Yes _____
No _____

A. If yes, what type of reporting system is being used?_____

B. How often?_____

C. Who does it?_____

20. Has a curriculum been adopted for the EC program?

Yes _____
No _____

If so, what curriculum is used in each program?_____

21. Where are the EC classrooms located?	EMR	SLD	ED
a regular classroom	_____	_____	_____
a special wing	_____	_____	_____
on the stage	_____	_____	_____
the cafeteria	_____	_____	_____
the library or media center	_____	_____	_____
office space	_____	_____	_____
a relocatable	_____	_____	_____
a mobile unit	_____	_____	_____
a special school	_____	_____	_____
other	_____	_____	_____

22. What is the teacher/pupil ratio in EC program(s)?_____

23. How many hours/week are teacher aides/paraprofessionals being used in this program?_____

24. Do the teachers hold a valid Florida Teacher Certificate in the area of Exceptional Child Education they are teaching?

Yes _____ List exceptions:_____
No _____ _____

25. Are inservice and teacher training programs developed specifically for Exceptional Child Educators available?

Yes _____
No _____

26. Is a copy of the county District Procedures for Programs for Exceptional Student Education available in this school?

Yes _____
No _____

27. Is compensatory education or any other remedial program available as a part of the regular school program?

Yes _____ If yes, in what subject area(s) is it available:_____
No _____
_____

28. Are remedial reading teachers available as a part of the regular school program?

Yes _____
No _____

29. Are teacher aides utilized in the regular school program?

Yes _____
No _____

30. Are guidance counselors primarily utilized as:

Counselors _____
Administrators _____
Clerks _____
Other _____

31. Is individualized instruction utilized as a basic teaching technique in the regular school program?

Yes _____
No _____

32. What changes in Exceptional Child programs are needed to meet the educational needs of students?

More teaching time _____
More planning time _____
Smaller class _____
Less time in the regular classroom _____
More time in the regular classroom _____
Solving scheduling problems _____
Curriculum resource personnel for teacher _____
Teacher aides _____
Relevant inservice training for teacher _____
Better physical facilities _____
Additional or better diagnostic evaluation _____
Better coordination with regular classroom _____
Additional equipment _____
Additional materials _____
Other, specify _____ _____

TRAINING MODULE
PROCEDURES FOR EDUCATIONAL PLAN WORKSHOP

Purpose

The purpose of the Educational Plan Workshop is to train exceptional child teachers to write, implement and evaluate individual educational plans for exceptional students.

General Objective:

Participants will develop and implement educational plans for their students and evaluate these students' progress.

Specific Objectives:

The Educational Plan Workshop participants will:

1) Review Public Law 94-142.

2) Develop an educational plan, specifying:
   a) present level behaviors
   b) year-end objectives
   c) curriculum/methods/personnel for up to six skill areas specified on the educational plan.

3) Write a sequence of learner objectives for a 6-9 week evaluation period utilizing an objective based curriculum guide.

4) Record hypothetical student assessment data on Individual and Group Instructional Performance Records.

Coordinator

If the services of a consulting teacher are available she/he would be the appropriate person to plan and conduct the workshop. Other alternatives would include: the exceptional child coordinator, the exceptional child teacher, the psychologist, the guidance counselor or other personnel trained to provide such service. The main consideration is to choose someone who can work well with teachers, has a good understanding of exceptional child education and educational planning for exceptional children, can make suggestions to teachers for adapting and implementing educational plans, is familiar with exceptional child curricula, and can communicate the objectives in an interesting and clear manner.

Planning the Workshop

Time – The time required to conduct the workshop varies but generally five to six hours are necessary to train teachers to implement the procedures, and allow time for discussion and hands-on experiences.

Scheduling – The workshop is scheduled through contact with the principal and the district in-service coordinator. It is best to schedule the workshop when the calendar for the year is being drawn up and in-service days are set. A pre-planning day is preferred but any in-service day will be appropriate.

Facilities – A large classroom, meeting room, media center or other room with chairs and tables to accommodate a group of 20-25 people is necessary to conduct the workshop.

Participants – Exceptional education teachers, itinerant specialists, and exceptional child coordinators are the target group for this workshop as they have the primary responsibility of planning, implementing

and monitoring student programs. It is necessary to determine the grade levels, exceptionalities taught, and number of participants who will be attending the workshop in order to prepare appropriately. This may be done by having teachers sign up for the workshop through the school office, exceptional child coordinator or workshop coordinator. Written notice may be sent to the target group telling them about the workshop. This notice might include some type of registration card which can be returned to the workshop coordinator giving the necessary identifying information. Grouping participants by grade levels and exceptionalities taught is suggested.

An ideal ratio of group to trainer is one to fifteen or twenty, but a group of up to 25 may be trained at one time.

Determine objectives/activities – Objectives for the workshop have been determined but in assessing the participants' characteristics it may become obvious that the group does not require training on all the objectives. For example they may be using a curriculum which meets their needs; therefore it would not be necessary to go into detail on the selection of a curriculum. After objectives are selected activities are designed which are appropriate for training the participants. These activities may include such things as reviewing blank and completed forms, reviewing curricula, writing skill sequences, etc.

Promotion – Participating teachers are notified of the time and place of the workshop through a memo. Notices may be posted around the school center as further reminders.

Materials/Equipment – Materials and equipment necessary to carry out scheduled activities are prepared or reserved by the workshop coordinator. This may include handouts, charts, transparencies, an overhead projector and screen, video tape equipment, curricula and other resource materials. Arrangements should be made for the use of the equipment through the school center and other materials should be prepared by the workshop coordinator.

Agenda – The order of the presentation of activities is determined and an agenda is prepared.

Evaluation – A method of evaluating the workshop is selected. This may be a written evaluation (included at the end of this section), the completion of an entire set of forms for a hypothetical case, or a follow-up session with the participants on an individual basis.

Conducting

Format – The workshop format is generally structured since the objectives are predetermined. The coordinator presents the objectives and directs the learning activities. This person may be assisted in conducting activities by other staff members trained in writing educational plans. Ample time for discussion of implementation of procedures and use of forms should be provided.

Part 1 – The Educational Plan Staffing

The Educational Plan Workshop can be initiated with an explanation of Educational Plan Staffing procedures as presented in the Intervention Component.

Public Law 94-142 which specifies the decisions to be made in writing Educational Plans on individual students is explained. The specific decision points are related to the Educational Plan, Staffing Form, and example statements of each decision are given. The roles of committee members and their part in making the decisions are presented by viewing a video tape of an Educational Plan Staffing.

Materials/Equipment for teaching this objective would include: (See Appendix, Sample Form G).

A. Summary of Public Law 94-142.

B. Blank Educational Plan Staffing Form.

C. Blank Educational Plan Form

D. Transparencies of Forms.

E. Video tape player

Part 2 – Educational Plan

The Educational Plan forms and their use are explained as stated in the Intervention Procedures. (Part I). Completed forms are presented and an explanation stating and documenting present levels and year end objectives is made.

It is essential that exact information be available concerning the skills and abilities that the child possesses at the time of planning. This is obtained from testing results, the social assessment and the referring teacher. The information is then recorded in the space designated as "PRESENT LEVEL." The space labeled "YEAR END OBJECTIVE" should contain behavioral statements that describe what the pupil will be able to do at the end of the year. These objectives should be the best estimate of the child's potential. These are decided by the staffing committee. It is important to realize that some type of guide, program, or curriculum is vital in providing the necessary sequence of skills needed in order to take a child from his present level of achievement to the year end objective. This information is recorded in the space designated as "CURRICULUM/METHOD/PERSONNEL." Methods of teaching as well as the names of personnel who will be responsible for specific instruction are listed in this space. The educational plan form is divided into six major skill areas: Reading; Language; Arithmetic; Gross Motor; Perceptual Motor and Social. These are further divided into more specific sub-skills. Each of these sub-skills may be taken into consideration when planning but adaptations will need to be made depending on the applicability of the areas to the student's needs.

Materials for teaching these objectives:

A. Completed Educational Plan Staffing forms

B. Completed Educational Plan forms

C. Transparencies of forms

Part 3 – Use of Curricula in Educational Planning is explained.

Copies of curricula should be available. The following curricula are recommended and have been successfully utilized in educational planning:

A. Hillsborough Exceptional Child Education Performance Based Objectives for Educable Mentally Handicapped. The emphasis is placed on individual learner needs. Four skill areas are represented: Basic Skills (math, reading, language, listening), Social and Personal Growth, Modality Training and Career Education.

B. The Lake Butler Curriculum includes four levels, Primary, Intermediate, Junior High and Senior High. It was developed in response to a need for a sequential EMR curriculum. The behavioral objectives are very specific and instructional resources accompany each objective.

C. In the Pinellas Curriculum each objective is written as an individual entity. Many of the objectives can be taught in conjunction with others as a unit, or as a specific lesson. Objectives are listed, then teaching strategies and resources.

D. The Santa Cruz Behavioral Characteristics Progression (BCP) is a criterion-referenced tool for assessing the development of a handicapped pupil in terms of his behavioral characteristics. It

contains over 2400 behavioral characteristics grouped into 59 "strands" such as Visual Motor, Reading, Speech, etc.

It should be stressed that a curriculum is a *guide* to be used in conjunction with the teacher's expertise in developing a child's educational program.

If teachers attending the workshop have not selected a curriculum, it is suggested that the coordinator present the criteria to use when selecting one. This criteria was used by a group of Exceptional Child teachers when they were judging "curriculum for selection." The teachers reviewed many curricula and the results are shown on the Summary of the Curriculum Review. Teachers can look at and compare the curriculum guides which are available. An activity might be to have teachers locate sequences in each curricula which are related by skill areas and level. This would show the wide range of content between the different guides.

Another activity could be to let the teachers pinpoint present level behaviors given by either the coordinator or participants, and find these behaviors in the curricula available.

Materials for teaching these objectives: (included at the end of this section)

A. Curriculum guides

B. Criteria for Curriculum Selection

C. Summary of Curriculum Review

D. Transparencies of Forms

Part 4 – Classroom Implementation of Educational Plans

A curriculum guide is the best tool to use when pinpointing behaviors and sequencing short term objectives for an evaluation period (six or nine weeks).

The teacher estimates how far a student can progress in a given skill area, selects appropriate sequences using one or more guides and supplements these with her/his own steps when necessary. These are recorded on the Individual Instructional Performance Record before instruction begins.

An activity which can be conducted at this time is one which requires that teachers sequence objectives in a skill area for one student. The present level information on a hypothetical case can be supplied by the coordinator or participants. Participants may use curricula to locate appropriate sequences and record these on a blank Individual Instructional Performance Record. Teachers can be grouped by exceptionality for this activity or work alone. When 15 minutes have passed call for volunteers to share their sequences and discuss the appropriateness of the selection.

Grouping

In selecting and writing sequences of objectives for students for a six week period, it may be possible to group students with similar needs. To determine the possibility of this, teachers should review their students' Educational Plans. Students with similar present level behaviors can be grouped together. The chosen objectives are recorded on the Group Instructional Performance Record. The difference in planning comes in the selection of methods and materials to use in teaching the objectives to individual students.

Activity

Provide teachers with present level behaviors in one skill area on several students. This can be presented

on a transparency. Let teachers discuss the possibility of grouping the students when writing and selecting skills sequences.

Materials for teaching these objectives:

A. Criteria for stating Specific Objectives properly. (included at the end of this section)

B. Blank and completed Individual Instructional Performance Record.

C. Blank and completed Group Instructional Performance Record

D. Transparencies of forms.

Part 5 – Monitoring of Progress.

The exceptional child teachers have the responsibility of monitoring their student's progress in the exceptional child class. This is done by pre, interim and post testing over sequenced objectives to be taught during the evaluation period. The pre-test is given at the beginning of the evaluation period and the results are recorded on the Individual or Group Instructional Performance Record. This information is invaluable in planning for the students' instruction. The students who have the same sequences of objectives can be tested individually or as a group if appropriate. After pre-test scores are recorded it becomes obvious that some students can be grouped together for instructional purposes. Those who showed mastery of the first objectives need not be taught those objectives but can move on to the second objective.

Interim testing is conducted on each student as he/she masters each instructed objective and results from these tests are recorded on the Individual or Group Instructional Performance Record. This testing ensures the teacher that the student has mastered the objectives and is ready for instruction on the next objective. The recorded information documents the dates of mastery which will be valuable information for future planning.

Post testing on objectives occurs at the end of the evaluation period or whenever the student has mastered the entire sequence. The results of this information is recorded on the Individual or Group Instructional Performance Record and will be used in planning sequences for the next evaluation period. Some students may not master all objectives, other may have mastered all and more.

The documented information which teachers have as a result of keeping these records will aid them in making decisions on the appropriateness of placement and instruction.

An alternative to teachers recording testing information would be to let the students keep their own records. This is especially effective for middle to high school students who may have more input into the instruction they are receiving.

Activity

Provide teachers with Group Instructional Performance Record. Ask them to record pre-test results which the coordinator supplies on several students. Discuss how to group the students for instruction using the given information.

Materials

A. Hand-outs of sample criterion-referenced assessment (included at the end of this section).

B. Transparencies of hand-outs.

Part 6 – Reporting Progress

Student progress can be effectively reported to administrators, parents, teachers and students by using the Individual Instructional Performance Record with documented test results and dates of testing. This information conveys exactly what the student was taught and if he/she learned as a result of the teaching. Further uses of this information may be discussed. These include:

A. Changes in program placement.

B. Requests for re-evaluations.

C. Planning future programs.

HAND-OUTS FOR

EDUCATIONAL PLAN WORKSHOP

CRITERIA FOR CURRICULUM SELECTION

1. Can the design be revised and/or expanded to meet specific learner needs?
2. Can the design be incorporated into the total school environment?
3. Does the design provide for individualized instruction?
4. Does the design require that the child read?
5. Is the design based on positive skill sequence in order to insure student's success?
6. Does the design include objectives that are relevant to the child both now and as an adult?
7. Are the objectives arranged in developmental *hierarchies*?
8. Are the objectives behaviorally stated?
9. Does the design most nearly reflect what you know your program should be?

SUMMARY OF CURRICULUM REVIEW

Curriculum	Excep. Child Area			Level		Content Areas												Instruction		Assess-ment	Comments
	EMR	SLD	ED	P	I	S	Arith.	Reading	Lang. Arts	Social	Percep.	Motor	Art/M	Science	Soc. St.	Health	Voc.	Activi-ties	Mat'l		
Santa Cruz	X	X	X	X	X	X	X	X	X	X	X	X	X			X	X			yes	Wall chart of sequences/good task analysis
Opelika	X	X		X	X		X	X	X			X		X	X			X	X	yes	Well structured/adaptation necessary
Calhoun	X			X	X	X	X	X	X	X			X	X	X	X		X	X	Prog.	Unit based/poor objectives
Brevard	X			X	X	X	X	X	X				X	X	X	X				Tchr-made	Poor objectives/sample lesson plans
Putnam	X			X	X	X	X	X	X		X		X	X	X	X		X		yes	Broad objectives/good activities
Rutland			X	X	X		X	X	X	X		X								yes	Objectives-overlap/poor sequence
Vallet		X		X	X		X	X	X	X	X	X								yes	Screening form/record form
Lake Butler	X			X	X	X	X	X	X	X		X		X		X	X	X	X	yes	Skills well sequenced/excellent activities
Brooklyn	X	X		X	X		X														Good sequential summary
Hillsborough	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	yes	Some objectives subjective/incomplete sequences
Pinellas		X		X	X		X		X		X	X	X	X		X		X	X	yes	Good teaching strategies
Project Success		X		X	X		X	X	X		X		X	X	X	X		X	X	yes	Good activities/sequential/behavior objectives
Frostig	X	X		X	X						X							X	X	yes	Spirit masters for exercises
MWM		X		X	X				X		X							X	X		Screening inventory
Visual Motor Dev.	X	X		X	X						X	X						X	X		Cassette tapes for teacher training
Duval (TMR)	X			X			X	X	X	X	X	X				X	X			yes	Very good task analysis
LD Notebook		X		X							X							X	X		Good activities for ITPA—No assessment

CRITERIA FOR STATING SPECIFIC OBJECTIVES PROPERLY

1. Must be in pupil terms.
2. Must be measurable or observable in some way.
3. Must be stated in specific terms.
4. Must contain a single goal.
5. Must be realistic for the student.
6. Must contain a specific action word.

SAMPLES OF CRITERION-REFERENCED ASSESSMENT TO MEASURE ATTAINMENT OF AN OBJECTIVE

Paper & Pencil Tests

Situation: Formal testing conditions.

Method: A number of items—the more the better—are presented to the pupil; timing is not of concern unless time to completion is the score of interest (and the objective so states).

Task Types: All known types, including completion, multiple choice, short answers.

Advantages: Can administer to large numbers simultaneously; efficiency in scoring.

Disadvantages: Many learning objectives cannot be translated to pencil and paper; some students perform badly or have fear of this kind of test.

Performance Tests

Situation: Formal individual testing situation.

Method: Using tasks identified before the testing situation and written down with the expected response so that they may be administered uniformly by all administrators. The test administrators presents the tasks orally and with stimulus objects to the pupil.

Task Types: Verbal responses, construction and other manipulations, sequential tasks, etc.

Advantages: Wider range of questions, stimulus materials may be used; avoids writing and reading as an aspect of what is being assessed. Can be administered under identical conditions to different pupils; rapport easily established, immediate feedback.

Disadvantages: Consuming of teacher time, possibly requires privacy.

Work Samples

Situation: Daily assignments, *done independently.*

Method: A practice exercise is analyzed to ensure content validity, and appropriate items are "counted" toward the objective.

Task Types: All kinds of written work that measure the objective.

Advantage: Normal classroom situation, large numbers can be assessed relatively easily, child doesn't know he is being "tested" so you have more typical performance than in a testing situation.

Disadvantages: Care must be taken to ensure validity of the measurement, i.e., that the tasks encompass the entire scope of the objectives being measured, and that each item counted is subsumed by the objective. Result is invalid if condition of independence was not met.

Formal Observation

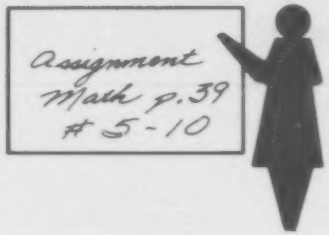
Situation: Daily classroom activities.

Method: Teacher unobtrusively but with specified performance in mind observes child's behavior.

Task Types: The gamut of school activities.

Advantages: A means to assess typical, nonwritten performance unobtrusively and in a natural setting; tasks have high face validity for some objectives e.g., more natural setting.

Disadvantages: Somewhat time-consuming for large numbers of students, lower reliability than other kinds of assessment procedures.

	Written Work	Overt Behavior
Testing Situation	Pencil and Paper	Performance Test
Normal Classroom	 Work Sample	Observation

Exercise: To decide what type of assessment is best suited to an objective

Directions: Decide which of the four kinds of procedures—Pencil & Paper, Performance Test, Work Sample or Observation—you would use in assessing each of the following objectives. Explain why you chose this instead of some other form. Indicate, also, what format the stimulus and response would take.

- The child writes legibly in cursive form as he does his daily written work.
- Given a maximum one-second exposure per word, the child recognizes words from the Dolch sight vocabulary list.
- The child knows how to use dictionaries to check the spelling or meaning of words as needed.
- The child habitually uses the dictionary to check the spelling of words as needed.

EVALUATION
EDUCATIONAL PLAN WORKSHOP

1. Do you feel the DMSE educational plan will meet your needs in programming for your students?

   No _____ Somewhat _____ Yes _____

2. Do you know who attends an Educational Plan Staffing?

   No _____ Somewhat _____ Yes _____

3. Do you know where to obtain information on student's present levels?

   No _____ Somewhat _____ Yes _____

4. Do you feel that you will now be able to begin determining appropriate end-of-year objectives for your students?

   No _____ Somewhat _____ Yes _____

5. Can you use a curriculum to write a sequence of objectives for one student for an evaluation period?

   No _____ Somewhat _____ Yes _____

6. Do you understand the need for assessment of students assigned to your classes?

   No _____ Somewhat _____ Yes _____

7. Do you understand how these procedures could evaluate the progress of students in your class?

   No _____ Somewhat _____ Yes _____

8. General comments and reactions to the workshop:

TRAINING MODULE
PROCEDURES FOR TEACHER MADE MATERIALS WORKSHOP

Purpose

The purpose of this training is to enable regular education teachers to increase their effectiveness in instructing the exceptional students in their classes. This training includes the demonstration of teaching aids, as well as guidance in constructing the selected teaching aids.

Coordinator

The coordinator of the workshop can be the Consulting Teacher, Exceptional Child Coordinator, Exceptional Child Teacher or a consultant. The coordinator is responsible for assessing teacher needs, for selection and constructing teaching aids and planning the workshop activities.

Planning the Workshop

Time – The time necessary to plan the workshop is about four weeks. The workshop itself is a day-long session with teachers dropping in during planning time for however long their time permits.

Scheduling – The coordinator consults with the school principal and county inservice coordinator to determine the day, time and place. This date should ideally be set at the beginning of the school year so that it will appear on the school calendar but this may be done at a later time. This workshop can be held on an in-service day or on a regular school day when teachers are free to participate and have no other commitments. It is preferable to have the workshop close to the beginning of school. Teachers should have had enough time to become acquainted with their exceptional children and know what materials they need to effectively carry out teaching suggestions which may have been recommended by the exceptional child teacher, consulting teacher, psychologist or other sources.

Facilities – The school media center, library or lunchroom are recommended sites for the workshop, as these rooms are generally centrally located and large enough to display the teaching aids, as well as provide a work space so teachers can construct the aids.

Participants – Regular classroom teachers who have exceptional students in their classes are the target group for this workshop. The coordinator assesses the needs of these teachers to avoid reproducing learning aids which are already in use. The coordinator obtains this information through questioning the teachers informally or through observing what materials are available and how they are used by the teachers. If the consultant has made specific educational recommendations to a teacher or teachers and has not had the opportunity to demonstrate them this would be an appropriate time. One other consideration is the request from teachers for specific teaching aids. Fifteen to twenty teachers at one time could browse through the sample teaching aids displayed. The amount of work space available for construction will determine the number of teachers who can be accommodated at a given time.

Promotion – The coordinator sends memos to the target group notifying them of the day, time and place of the workshop. Posters may be made and displayed in the school as an added reminder.

Materials/Resources Needed – In preparing for the actual presentation of the workshop the coordinator locates and selects ideas for teaching aids which will fulfill the teacher's classroom needs. Ideas may be found in professional journals such as:

"Early Years", "Exceptional Child" and "Academic Therapy".

A few of the many books containing ideas for this activity include:

Workjobs: Activity – Centered Learning for Early Childhood Education
Addison-Wesley Publishing Company
9 Dunwoody Park, Suite 120
Atlanta, Georgia 30341

Helping Your Child Develop Language Skills: A Book of Activities
The Council for Exceptional Children
1411 South Jefferson Davis Highway, Suite 900
Arlington, Virginia 22202

Spice Series
Educational Service, Inc.
P.O. Box 219
Stevensville, Michigan 49127

Classroom Activities for Helping Children with Special Needs
Pyramid Paper Company
310 S. Morgan Street
Tampa, Florida 33602

Teaching aids which can be easily constructed, made on the spot, require a minimum amount of materials and are appropriate for the majority of the teachers are selected from the above resources (i.e. a checker board game converted into a game to teach sight words, arithmetic facts, etc; a computer game which aids in teaching coin values).

The coordinator purchases the materials necessary to construct the selected teaching aids and constructs them. The coordinator also writes a description of each aid, instructions for making it and suggestions for its use. These hand outs are to a degree self explanatory. See the list of teaching aids made and displayed at a Teacher Made Materials Workshop (included at the end of this section).

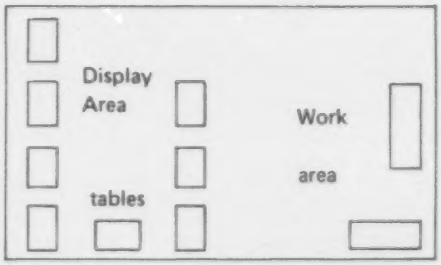
The coordinator purchases materials and tools to have on hand so that each teacher can make two or three aids. Supplies needed may include:

- construction paper
- string
- brads
- felt tip pens
- poster board, oak tag, cardboard
- magazines & catalogs for pictures
- contact paper
- scissors
- glue
- paper cutter
- index cards
- hole punch
- masking tape
- boxes & containers

Supplies may be provided by the coordinator or in combination with schools. Teachers may be notified in advance to bring some of their own supplies such as scissors, felt tip pens and glue.

Conducting the Workshop

The first step in setting up the workshop is to arrange the room so that activities can be easily conducted. It is generally a good idea to separate the display and work areas. Traffic moves fairly rapidly through the display area but slows considerably in the work area. A sample floor plan is shown below.



The coordinator is available to discuss and to make suggestions on further adaptations of aids.

Summary and Evaluation

The evaluation of the workshop can be written and/or observation of the utilization of the suggestions in the classroom. If a written evaluation is used, it should contain questions about the effectiveness of the presentation, fulfillment of purposes, adaptability of ideas, appropriateness of ideas, etc. A follow-up observation can be arranged at the request and convenience of the teacher. The consultant summarizes the evaluation results and delivers the in-service records to the in-service coordinator.

Alternative Suggestions

An alternative to conducting a formal Teacher Made Materials Workshop for the entire school center would be for the consultant to conduct smaller training sessions in the regular classroom featuring one or two teaching aids or instructional methods. These sessions could be conducted on in-service days, or during faculty meetings and should stress the applicability of the teaching aids and instructional methods.

Another alternative would be for the exceptional child teachers to host small monthly work sessions in their rooms featuring the construction and use of materials in specific areas such as math, visual memory, reading, auditory sequencing, etc.

A workshop could feature strictly adapting materials available in the regular classroom. An example of this would be using a Language Master to begin a Language Experience Program for an exceptional student.

HANDOUTS FOR

TEACHER-MADE MATERIALS WORKSHOP

"Let's Go Shopping" is a game in which the player wearing the customer hatband places cards in the proper food categories. After the customer has finished shopping, a second child, wearing a grocer hatband, reads a master list aloud, while both players check off the cards. For every card that is in a correct category, the grocer scores one point for the customer.

The player in this game matches word cards (cake, pumpkin, lemon, etc.) with the picture strip to the right of them. When checking his work, the player folds back the picture strip to expose the correct answers beneath. In this way the activity is made self-corrective.

A shallow cooky pan that has been covered with pictures makes an excellent surface for a matching game if small pieces of a bar magnet are glued to the backs of word cards. When a child places the word cards in position, the pieces of bar magnet adhere firmly to the metal of the cooky pan. This game can be made self-corrective by numbering the pictures and the backs of the word cards correspondingly.

Here is a game that teaches words fast. "Word Checkers" proceeds like regular checkers but a child must be able to read the word or words on the squares of masking tape if he is to complete a move. The player who fails to call a word correctly is told what it is, but must wait until his next turn before attempting to move again. This, of course, develops a strong desire to learn the words quickly so that no move will be impeded.

Squares of tagboard, the size of playing cards, can be used to construct a word domino game. Words, of course, take the place of dots. Two players are involved and the game proceeds like regular dominoes.

Configuration clues of words are easily highlighted by requiring a child to match words with squares of cardboard in which the shape of the word has been cut.

When playing "Spin-and-Call", a child flicks the spinner, notes the number to which it points, and then reads the corresponding printed word. If he calls the word correctly, he is given the individual word card as a reward. If several children play the game, the winner is the child who holds the largest number of word cards.

A cardboard box with subdivisions can be turned into an entertaining "sound box". Players place small picture cards in the correctly labeled openings. This activity can be made self-corrective by printing the correct letters on the backs of the picture cards.

The Letter Pockets

Skills – Recognizing similarities and differences: observing letter form; matching; making comparisions.

The child sorts the letter cards into the pockets with the matching letters. Similar workjobs can be made to help the child advance through various stages of reading readiness.

A first game might be made with a color on each pocket and matching colors on a set of cards to be sorted by the child into the pockets. A variation might be different shades of the color placed on the cards to be sorted into the pockets.

Another game could use different geometric shapes to be sorted. A more difficult set could employ two or three shapes together on each pocket.

The final game in the series might be several letters placed on each pocket such as: fan, fat, rat, tan, fun, rot. In this way the child is gaining important perceptual training in observing letter sequence which is essential in word discrimination in reading.

Animal Cages

Skills – Developing auditory perception; identifying and reproducing beginning sounds in words; associated sound and symbol.

The child says the name of the animal and listens for the beginning sound. He places the animals in the appropriate cages according to the beginning sound.

The children should have an understanding of beginning sounds and be familiar with the names of the animals they will use before they begin this workjob.

The Outline Game

Skills – One-to-one correspondence; observing the shapes of objects; noticing similarities and differences; matching.

The child takes the objects out of the box one at a time and names the item. He then tries to place the object on its outline in only one trial.

Children who are very confident may like the challenge of attempting to reproduce the arrangement off the answerboard.

Basketball

A suitably cut paper box and some paint can result in a word basketball game that is a real interest-getter. Two players or teams may be involved. If a player can correctly call a word he has drawn, he pushes the card through the slot above his team's basket and his side gets two points. If he calls incorrectly, someone on the other side tries. A referee will determine if the word is said correctly or not. The score may be kept by counting the number of cards in each bag.

Recycle 1

Collect old slogan buttons, or make your own with a pin taped to a cardboard circle. Cover the buttons with contact paper. Write on them slogans such as: I like my work. I'm doing better in my reading. I learned a new word. I helped some of my classmates. I like myself. Display the buttons. Discuss the meaning of New Year resolutions. Encourage the children to think of resolutions they consider important, and write them on the buttons. When a child fulfills one of the resolutions, that button is his to wear and keep.

Dotted Lyrics

Goals: To sharpen aural perception.

On the chalkboard make rows of large dotted patterns and number each row. Have the children close their eyes. Tap or clap one of the patterns. The children open their eyes and tell the number of the pattern they heard. Have volunteers take turns tapping patterns for the class to identify.

Make the first pattern of dots from the preceding activity on the chaldboard. Tap or clap the pattern while the children observe it. Have them clap the pattern. Then tap or clap a different pattern. Have the children make the pattern on paper. Ask a volunteer to copy on the chalkboard the pattern he or she made on paper. Tap or clap the pattern again so the children can check the one on the board and their own. Invite individuals to tap patterns for the class to make on paper. Follow up with the checking procedure.

Half Dozen Colors

Cut an egg carton in half. Paint the inside of each cup of the carton a different color. Cut small egg shapes from oaktag. On each egg write the name of one color used on the egg cups. Paint a splash of color on the back of each egg to correspond with its color word. The children look at the color words and put the eggs in the correct cups in the carton. If they do not know a word, they use the color splash on the back of the egg to find the matching cup.

Phonics Computer

Cut away the top and one side of a large carton. The remaining three sides become a computer. On the middle panel, cut one slot near the top and one near the bottom. In a column on the left simulate three buttons, either with stickers, by glueing on actual knobs, or thumb tacks (remember to cover their points). Fill an envelope with pictures of objects that have short vowel sounds in their names (bat, top, leg, etc.), and attach the envelope to the computer. Put a set of vowel-letter cards inside the computer. Ask for two volunteers: one becomes the programmer who stands inside and operates the computer. the child stands in front of the computer, selects a picture from the envelope (for example, bat), and pushes the picture through the top slot. He then pushes a button and calls to the programmer "What vowel letter makes the sound I hear in bat?" The programmer picks the letter from his stack of vowel-letter cards and slides it out through the bottom slot.

The Same-Difference Game

Skills – Seeing similarities and differences: noticing details; making comparisons of symbols and pictures; developing a concept of opposites.

The child sorts through the cards one at a time and decides whether the pictures are the "same" or "different." If they are the same, they are placed on the right side (over the two pieces of paper that are the same color); if they are different, they are placed on the left (over the two pieces of paper that are different from one another).

Phonics Boards

Skills – Developing auditory perception; selecting beginning sounds; reproducing sounds; classifying according to the first sound in words; learning names of objects.

The child says the name of each object and circles all the ones that begin with a particular sound. The teacher and the child decide together which of the three sounds the child will listen to.

Select-A-Set

Skills – counting; making comparisons; making selections.

Thi child counts the set in each picture and matches it with the appropriate numeral. If the child counts five apples, for example, he puts the picture under the numeral 5.

The Paper Clip Game

Skills – Forming sets of objects; counting; learning to use a paper clip.

A child clips as many paper clips to each square as the numeral shows him.

When he is able to do so, the child can put two cards together and record the combinations formed.

The Store

Skills – Making comparisons; counting; making selections; identifying common coins; identifying equivalent coin values; developing a respect for property.

The child matches the money with the objects on the answerboard according to the amount needed to buy each item. When he has finished, the child calls the "loan officer" to put away the money squares, leaving them on the answerboard until they have been checked.

The Money Game

Skills – Making comparisons; observing the relationship of one quantity to another; counting; identifying common coins; identifying equivalent coin values; developing a respect for property.

The child places the appropriate number of coins into each box. When he has finished, the child matches the silver coins to a matching board and places the pennies in a plastic cylinder. He shows it to the "loan officer" who puts it away.

Children will create different combinations. Some children working with the eleven cent box, for example, will put in two nickels and one penny, while another child will put in one dime and one penny. Still another child will use 11 pennies. It is very interesting to notice how children solve the problem when they near the end of the workjob with perhaps only two boxes left to fill and find they have only silver coins to fill a three cent and a nine cent box.

Train Ride

A construction-paper engine and several train cars can be turned into a fascinating word game for young children. Each player takes a card from a word pile and the conductor punches his ticket if he reads the word correctly and then delivers it to the proper train car. The first player to get his ticket punched ten times becomes the new conductor.

Transportation

Assemble a collection of travel pictures that illustrate travel modes and travel paths. Each child selects a picture. On the chalkboard, write the word travel and identify it. On a half sheet of paper, each child writes a sentence indicating the item and its travel place, such as: cars travel on highways. People walk on sidewalks. Provide individual assistance with spelling as needed. Make a class mural of the pictures and sentences.

Act It Out

Write these words on individual paper strips: stoop, shake, hop, nod, wave, bend, fan, jump, dance, limp. Make additional sets of the word strips so that there is a word strip for each child. Show and help the class read each word of a set. Mix all the sets. Pin a word strip on the back of each child. Caution the children not to say the words that they see on others. The children walk randomly around the room. A child performs the action he reads on the back of another player as he passes close by the back of that player. After performing, he resumes walking. Each child must keep glancing behind him to see if another player is performing an action that could be on his back. Signal for the activity to stop after a few moments. Then each child tells what action he thinks is on his back.

Get out of the Swamp

Get Out of the Swamp, is a board game that can be played by children of varying ability levels. The materials needed to play Get Out of the Swamp include:

A game board. The board should be constructed on oak tag or heavy cardboard (24 x 36 inches) to replicate the model shown in Figure 1.

Space markers. These could be bottle tops covered with construction paper, which can be made by the children themselves.

Skill cards. One set is needed for each player. The cards in each set are color coded to correspond to the colors on the game board.

Because this game permits children of different ability levels to work together, the skill cards for Get Out of the Swamp must be designed to meet the needs of each player. Assume, for example, that a teacher would like four children to practice recognizing long and short vowel sounds, and assume further that each of these children knows some or all of the vowel sounds. One child (player 1) may be working on the recognition of long "a" words, while another (player 2) must practice discriminating between the long vowel sounds. One child (player 3) may need extra work on short sounds, while another (player 4) has mastered both long and short vowels but requires practice in discriminating between the two sound groups. The players would then use the sets of skill cards shown in Figure 2, with each card a different color to match the different colors on the game board.

Because each set of skill cards is color coded to match the colored spaces on the game board, each player selects a colored card from her/his pile, pronounces the word, and then moves to the corresponding colored space on the board. For example, player 1 selects a skill card, blame. The card is blue so player 1 moves to the first blue space on the game board. Player 2 selects slime. Slime is written on a purple card so player 2 moves to the next purple space on the swamp board.

Meeting Individual Needs

The packages of skill cards can be varied to meet the individual needs of the children in the class. As long as the cards are color coded to match the spaces on the game board, only the cards need to be changed; the game board, with all of its pictures and drawings, can be used throughout the year.

In addition, children of different abilities who are practicing different skills can play Get Out of the Swamp together. Assume that four children, two working on math skills and two working on language skills, are playing the game. Their skill cards would look something like the examples shown in Figure 3. Each player would select a card from his/her individual pack, say or spell the word or solve the math problem, and then move to the corresponding colored space. The system of color coding permits such diversity at the same game board.

Get Out of the Swamp can be modified for use by older children. The hazards can be made more sophisticated, the swamp snake game board made longer, and the skill cards made more complicated. Thus, children whose skill levels vary greatly can participate in the positive social and personal experience of playing a game together.

Since this game is designed for classroom use with minimal teacher direction, the teacher can assign children as game consultants, impartial observers, or umpires to assist when necessary in the flow of the game. A child who is doing individual reading or working on a special art project, for example, may be assigned to sit or work near the group of children playing Swamp. It is only necessary that the child named as game consultant know the words or problems that appear on the skill cards for the group playing the game. Then, if a child has difficulty discriminating between tape and tap, she/he asks the game consultant for help in pronouncing the words correctly. The consultant says the words for the player; the player then pronounces them for her/himself and moves to the corresponding colored square, without losing a turn or moving back; and play is resumed. It is helpful if the classroom teacher play Swamp with groups of children and that the teacher use the game consultant procedure her/himself on a few occasions. In this way, the children will be familiar with the checking procedure when they are playing alone.

Developing Positive Interpersonal Relationships

Get Out of the Swamp is a self directing, individualized game that permits any child with any skill level to work successfully with any other child. The system of color coding assures that the child who knows the most is not necessarily the winner of the game, and the colored skill cards permit children to move without using dice or spinners—devices that can get lost, be thrown, or create unnecessary confusion. But most important, Swamp provides a skill based setting for the development of positive interpersonal relationships between groups of children who, as a result of skill and ability differences, have not shared social and academic learning experiences.

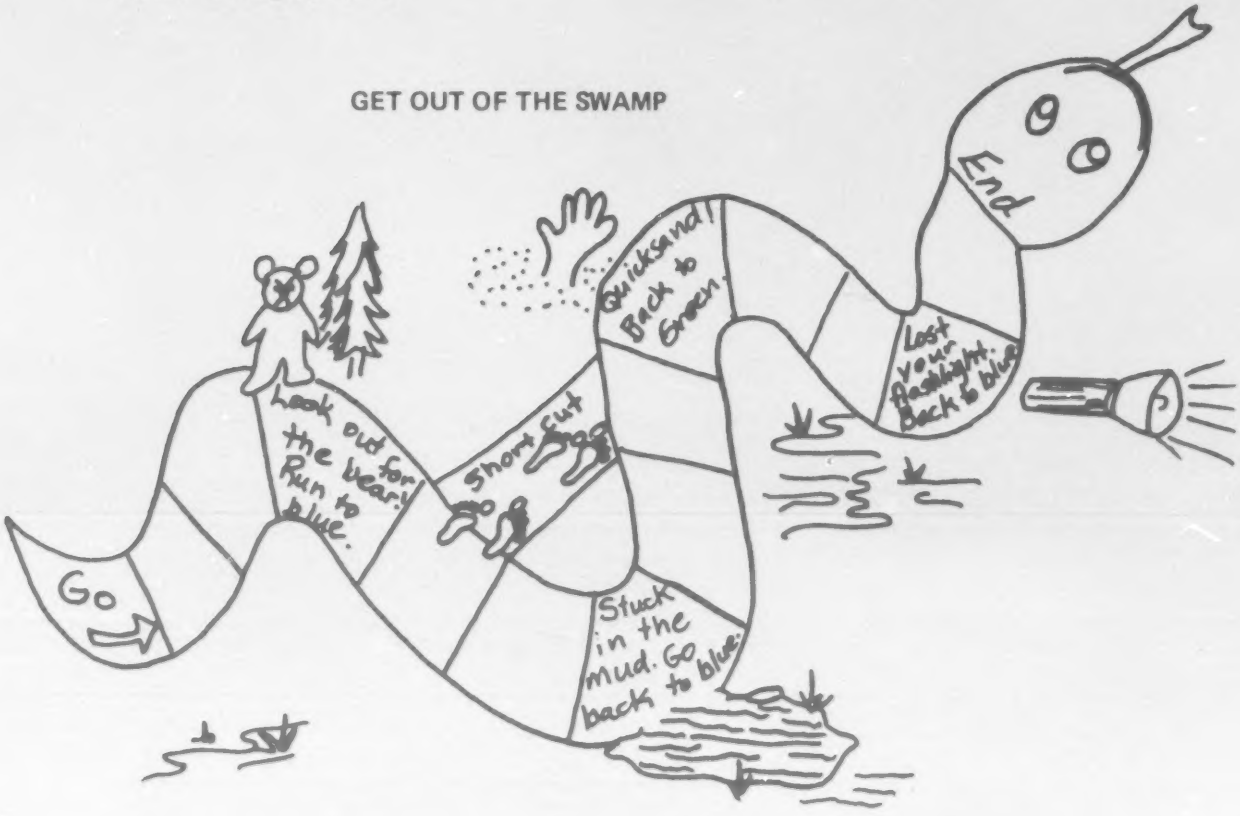

GET OUT OF THE SWAMP
End
Quicksand! Back to Green
Lost your flashlight. Back to blue
Look out for the bear! Run to blue.
Short cut
Stuck in the mud. Go back to blue.
Go

figure 1

late	player 1
like	player 2
hot	player 3
get	player 4

figure 2

2 – 1 =	player 1
4 + 3 =	player 2
goat	player 3
boat	player 4

figure 3

TRAINING MODULE
PROCEDURES FOR PARENT GROUP INSTRUCTION

Purpose

The purpose of parent group instruction is to teach parents to become better child managers. Parents of exceptional children will learn concepts and procedures in child behavior management. Increased parental awareness and attitude changes can often foster the amelioration of problems and enrich the parent-child relationship.

Coordinator

The group coordinator can be a volunteer or paid professional enlisted from a variety of disciplines, such as counseling, mental health, health, psychology, or social work. The coordinator is responsible for the planning and organization of the group, as well as conducting the group. He/she must have skills and knowledge in group processes, child management, behavior modification, familial relationships and verbal and non-verbal communications.

Planning the Workshop

Time Required - Planning for a successful child management class should begin approximately four weeks preceding the group's commencement. Time must be allotted for assessing the needs of the parents to whom the group will be addressed, specifying the learning objectives, making arrangements and scheduling for the facilities, obtaining needed materials, equipment, designing learning activities, deciding on the format of the group, publicizing the event, and planning the evaluation of the program.

Approximately forty hours are needed to conduct the child management class. The class is usually conducted in ten sessions of three hours each, with an hour prior to each session for planning by the coordinator.

Scheduling – The group facilitator must coordinate with a representative of the facility where the group will meet regarding the dates and time of meeting.

A good parent group can fail if the time and location of the meeting is not convenient to most parents. There is no one best time to meet but usually the best attended groups are held in the evening. Evening sessions usually provide both parents the opportunity to attend.

The group coordinator must also arrange for a driver and a babysitter when those services are needed by the parents.

The need for a babysitter is often a factor in determining both parents ability to attend evening classes. Making child care services available at your meeting place can help to make the classes successful. Also having children in proximity to the classes can be an advantage when a role playing exercise is desired by the group for a learning activity.

Transportation is often a problem to parents who reside in a predominately rural area. By arranging for a driver to pick up and return several parents, poor attendance is often averted.

Facilities – It has been determined that a home is not an advisable place to meet. Some parents may feel uncomfortable in someone else's home and a home may not always lend the proper atmosphere to the group sessions. Most successful groups occur at public places, e.g., schools, churches, conference rooms in banks, public utility buildings, health departments or civic centers which are conveniently located. The facility should have proper lighting, convenient parking, comfortable seating, and resources for refreshments. These aspects help to make the group sessions more appealing.

Participants – It is recommended that the session should involve no more than ten to fifteen parents at a time. Groups this size foster opportunities for group interaction and intimacy.

Promotion – The success of the program is also dependent upon good promotion, getting the parents to attend and keeping the attendance regular. The group coordinator should inform the exceptional child's parents and teachers of the upcoming child management class approximately three weeks prior to the class's commencement. Parents then have adequate time to plan, and can make needed arrangements for transportation, babysitting services, and for other family members who will not be attending the sessions. The child's teacher can be an asset to the child management class by encouraging those parents who may shy away from attending group meetings. The teacher can help by pointing out to parents the advantage in attending and the enjoyment of meeting with other parents of exceptional children.

The best way to notify parents of the group, assess parental needs, and determine their ability to attend is by way of an introductory letter (included at the end of this section) and survey forms (below). The introductory letter contains information about the child.

The management class's most successful program is one which accentuates the positive and eliminates the negative. Since most parents like to appear competent, they do not respond well to programs that emphasize their failures. The letter should emphasize friendly discussions, the acquisition of helpful information, and family life enrichment. The letter also informs parents of the dates, time, and place of meeting, availability of transportation and/or babysitting services.

SURVEY FORM

NAME _____ PHONE NUMBER _____

	PLEASE CIRCLE
Do you think you will attend?	
If not, why _____	Yes No
Do you need transportation?	
If yes, directions to your home. _____	
_____	Yes No
_____	
Do you need a babysitter?	Yes No
Is the time and place convenient	
for you? If not, why? _____	Yes No
_____	
What time would be better? _____	
What problems are you most concerned with? _____	
_____	

The survey form is sent to parents to determine interest in attending the group, need for transportation or babysitting services, directions to the homes, and what areas of child management parents are most concerned with for group discussion. Parents can return the completed survey form by way of a self-addressed, stamped envelope to the group coordinator. Once the survey forms have been completed and returned, the group coordinator can begin to decide on the group format. The selection of a group format is crucial to a successful outcome. The format of the group will be dependent upon the parents who attend the child management sessions and their identified needs.

The success of the group is also dependent upon regular attendance. The group coordinator can maintain regular attendance by personally contacting the parent who was absent. The parent can be informed of what he missed and invited to return the next session.

In some circumstances it might be valuable to provide the parents with certificates of completion of the program based on attendance. For instance a gold certificate could be awarded for perfect attendance, a silver certificate for eighty percent attendance, and a bronze certificate for sixty percent attendance.

Depending on the group members, another incentive to promote regular attendance is offering credit toward a high school degree upon completion of the course. This can usually be arranged with the adult education administrator in the local school district.

Don't forget to use newspapers, radio and television announcements to advertise this event. Include a summary of the program, date, time and place of each meeting and a contact person for interested parents to call for further information.

Materials — There are several good books which can be used by the group coordinator for pre-planning. Selection will depend on the group's specific needs. References which explore the areas of exceptional children, listening skills, techniques in reinforcement and punishment, behavior principles, and child management are essential for planning a successful parent training class. The following is a list of selected references which can be used during planning sessions:

Parents/Children/Discipline: A Positive Approach by Clifford K. Madsden and Charles H. Madsden Jr., Allyn and Bacon, Inc., Boston, 1972.

Preparing Instructional Objectives by Robert F. Mager, Fearon Publishers, Belmont California, 1962, (2.00).

Planning, Conducting, Evaluating Workshops by Larry Nolan Davis, Learning Concepts, Austin, Texas, 1974.

The Retarded Child: Answers To Questions Parents Ask by Arthur A. Attwell, Western Psychological Services, Los Angeles, California, 1971.

For Parents of Exceptional Children: A Bibliography the Clearinghouse Information Center, Florida Learning Resources System, Department of Education, Tallahassee, Florida 1976, (No Charge).

Parent Groups with a Focus on Precise Behavior Management, by D. Galloway, Nashville: IMRID, 1970, (No Charge).

"Motivating Attendance in Parent Education Groups", by Edith Fein, *Social Work*, Vol. 17, No. 4, July 1972, p. 105-107.

She Thought I Was Dumb But I Told Her I Had A Learning Disability by Margaret Golick, Canadian Broadcasting Company, 1969 (1.00).

There are also many excellent published books suitable for use by parents during the child management class. Programmed text books have been satisfactorally used by many parent groups. Programmed texts are designed in an interesting and uncomplicated manner and provide immediate feedback to parental responses which can produce positive consequences and increased learning. The following is a list of selected references which can be used by parents to learn to be effective teachers of their children:

Living With Children, by G. R. Patterson, Research Press, Champaign, Illinois, 1968, ($3.00).

Parents Are Teachers by Wesley C. Becker, Research Press, Champaign, Illinois, 1971.

Families, by G. R. Patterson, Research Press, Champaign, Illinois, 1968.

Other materials which can be used during the training session are gifts and name tags.

Gifts such as toys or games can be provided during intermittent meetings to parents for their children. The gifts will foster parent-child interaction and can help to motivate child interest in the meetings being attended by his parents. Donations of gifts may be solicited from local merchants. In addition, name tags for parents will promote social interaction among the group participants.

The local public library or university can also be a resource for obtaining other appropriate child management literature and audio-visual materials.

Conducting the Workshop

Parents who attend child management classes are taught to become more effective teachers of their children. Parents are taught how to decrease their child's behavior problems. They learn how to have more positive interactions with their children.

The format of the group can be either structured or informal depending on the educational level and verbal abilities of the participating parents. Once the group participants have been identified the format must be carefully chosen to maximize learning and group success.

Structured Group – The group coordinator in the structured group uses a test book to teach parents. The text describes principles of behavior. The principles describe the procedures by which behaviors can be changed in specific ways. When a parent learns these procedures she or he knows what to do to teach children new behaviors.

During the session parents may take turns reading from the book while the facilitator encourages them to relate the new information to family situations. The facilitator may give them weekly assignments of observing and recording typical interactions with their children.

Because the behavior principles are introduced to parents on a basic level and at a slow pace they learn in small segments. For these reasons this type of group is best used with parents of a lower educational level (approximately 8th grade), who also have low verbal abilities.

Informal Group – The informal group is one which addresses parental concerns and problems without the structure of a text. This group is carefully planned so that parents decide at the beginning of the child management class what topics they want to discuss weekly. Because of the informality of the group, it is important that the facilitator be skilled in group processes, and thoughtfully control the group's direction and purpose. He must be able to define the parameters of the group and manipulate its progress. This type of group is more difficult to direct than the structured group which utilizes the text.

During the informal group, weekly topics of discussion such as bedwetting or fighting may be addressed by using behavioral techniques. Some of the learning activities include:

1) Parents may share the techniques they have found useful.
2) The facilitator may give examples of how to solve problems using behavior modification and child management techniques.
3) The facilitator may have the parents role play family situations in order to learn new approaches.
4) When children attend the group session, video taping may be used to show parents how they interact with their children and to help them recognize the need to change behaviors.
5) Audio visual aids such as films or slides may be used to dramatize a specific problem. This stimulates discussion and an exchange of experiences and ideas.

This type of format is best used with parents who are highly verbal, comfortable in group setting, and capable of deciding weekly topics for discussion. A sample Content Outline for this type of group is included at the end of this section.

Evaluation

Formal – upon completion of the child management class parents may be requested to complete an

evaluation on the strengths and limitations of the sessions. Feedback obtained from participants may be used for planning future courses.

Informal – Observations by the facilitator, and by the participants viewing the video tape or role playing provide further opportunities for evaluation.

Follow-Up

The group coordinator will complete a summary report on the progress and outcome of the parent group sessions. Items which can be included in the summary report are numbers of parents who participated, time and place of meeting, the group format, weekly topics of discussion, and a summary of the parent's reaction to the group sessions.

A copy of this summary report should be distributed to the exceptional child coordinator, district superintendent, exceptional child teachers, and the school social worker.

The information in this report may be used in a newspaper article to provide the community at large with news of the success and outcomes of the program.

SAMPLE INTRODUCTORY LETTER

Dear Parents:

Developing Models for Special Education will be offering group instruction for parents on child management. The classes will address problems you have with your children and ways you've tried to solve them. The course leader will use video taping equipment, current child management literature, and group discussion to help parents learn new ways to manage their children.

The course will last approximately 8 weeks for 2 hours each week. The group will meet at Crawfordville Elementary School in the kindergarten classroom. We plan to begin the group on Wednesay, February 18th at 3:30.

Transportation is available for those needing it. Those families requesting transportation will be contacted prior to the first session.

A babysitter will also be available each week at the group meeting. Parents needing sitters are welcome to bring their younger children with them to the meeting.

If you will take a few minutes to fill out the enclosed form and return it to me by using the self-addressed, stamped envelope, I will be able to learn how many parents would like to attend. Please return it as soon as possible.

Please mark the date on your calendar and plan to attend. You can do something good for yourself and your children.

Sincerely,

MILDRED WASKIEWICZ
Social Worker

William M. Payne, Superintendent
Wakulla County Schools
Crawfordville, Florida

CHILD MANAGEMENT COURSE
SAMPLE CONTENT OUTLINE

Meeting #1

(1) Introductions – myself and each of the parents – as 2 sets of experts – one on children and one on psychology and behavior

(2) Parent Expectations of the Course – what are they interested in learning

(3) Purpose of the course – goals of the instructor

- To increase understanding of children. CONCEPT: the child as a small person who, although not verbally fluent, is an intelligent being. TECHNIQUE: group exercise of "Imagine yourself as a child".

- to generate awareness regarding the importance of *relationship* between the parent and the child. CONCEPT: clear communication as the key to a good relationship. The difficulty in maintaining clear communications. TECHNIQUE: group exercise called "rumor". Discuss possible solutions to the effect noted in the exercise – key is proper listening.

- to teach specific methods for dealing with common, specific behavior problems. This area will comprise the majority of the meetings. However, the above 2 areas (child and communication) will be referred to and kept in focus throughout the course.

(4) Develop a List of Specific Areas of Concern – use group discussion format with the parents. Impose some order on this list with respect to frequency, importance, etc.

(5) Select one problem to role play within the group – use a parent and child and a problem that is typical with them. Use video-tape. Discuss the parents' approach to solving the problem, what was happening between the parent and child, etc. This will serve as a "warm-up" to working on problems with role-playing and the use of video-tape.

Meeting #2

(1) Review of last meeting – requests for any additions to the list of problem behaviors.

(2) Explanation of the sequence involved in discussing each different problem area:

- describe the problem in terms of specific behaviors (who, when, how often, any patterns?)
- describe in behavioral terms any interventions used by the parents in the past. What effects did these interventions have?
- the behavioral approach: give introduction to viewing behavior as being maintained by reinforcers ("pay-offs"). Discussion on this point.

(3) The problem of fighting among siblings

- is fighting and/or aggressive play always viewed as negative? No. In our society it is sometimes considered appropriate to fight. This ambivalent attitude makes for difficult learning of social rules.

- Retraining of fighting behavior: one must observe the present reinforcers for the fighting behavior, these reinforcers must then be eliminated, and substitute reinforcers instated for more appropriate behaviors.

Meeting #3

(1) Review of the principles used in behavior management

- spend time observing the problem situation before you do anything else
- pick out a specific behavior sequence that seems to be at the center of the problem area. This behavior must be specific and observable.
- record both the antecedents and consequences of the specific behavior that is being observed.
- record the frequency of the behavior being observed. This level is to be termed the baseline.
- apply techniques for behavior change:

  (a) appropriate behavior – reward the behavior that is appropriate. Rewards should be given immediately and consistently. State verbally to the child what the reward is for. If the appropriate behavior is not present, you may need to use behavioral shaping. These points are to be presented to the parents in words that are at their vocabulary level.

  (b) inappropriate behavior – three techniques are available: elimination of the reward that is maintaining the behavior; rewarding another behavior that is competitive with the first; or punishment. With the latter discuss the principle of "natural consequences".

- again record frequency of the behavior(s) involved to assess the effectiveness of the procedures

(2) Application during the Behavioral Management Principles

During this portion of the meeting the video equipment will be utilized to observe a group of the parents' children at the other end of the large room. The parents will be coached to observe problem situations from a behavioral perspective, to discuss possible approaches to the situation, to devise a plan based on the principles, and finally to actually apply the principles. These attempts at behavior management will be video-recorded so that playback and discussion will follow.

INDIRECT TRAINING APPROACH
H.E.L.P. REFERENCE FILE

Purpose

H.E.L.P. (*H*elping *E*ducators deal with *L*earning *P*roblems) is a school developed reference file of informative materials regarding the identification and instruction of exceptional children. The purpose in developing the file is to assist regular classroom teachers in providing for the needs of exceptional children in their classrooms.

Coordinator

The H.E.L.P. file could be developed by exceptional child teacher(s), coordinator, diagnostic-prescriptive teacher or other special education personnel. Each may have the responsibility of researching specific areas to be included in the file and up-dating the information periodically. All faculty members are encouraged to make contributions to the file, thus, keeping it updated and changing.

Information Sources/Content

Sources for information to be included are professional educational journals, introductory textbooks, informative brochures published by special interest groups, and general periodicals. Articles chosen for the file should be written in an interesting and concise manner, with the emphasis on practicality, brevity and readability. Highly technical or extremely lengthy materials should be avoided. Teachers should be encouraged to make contributions describing techniques and materials that have been successfully used in their classrooms.

Suggested areas for inclusion in a HELP file are:

1) Characteristics of exceptionalities
2) State and county criteria for each exceptionality
3) Parent information – definitions of exceptionalities, suggestions for parent involvement
4) Behavior Management Techniques
5) Reading – suggestions for adapting materials, using specific methods, etc.
6) Math
7) Readiness activities
8) Hyperactivity
9) Process disorders/specific instructional activities
10) Teacher Made Materials Workshop – list of materials displayed.

Format

The HELP materials are contained in a portable metal file box. Each interest area is organized in a manila folder which allows for easy removal and review of the entire area or just one article.

A check-out sheet should be provided to maintain a record of the usage, and location of borrowed contents.

It is recommended that the HELP file be placed in a central location such as the faculty lounge or media center.

TRAINING MODULE
PROCEDURES FOR THE SUPPORT SERVICES HANDBOOK

Purpose

The purpose of the support Services Handbook is to provide school persons in the helping professions, i.e., teachers, administrators, guidance counselors, with information regarding resources available to residents of a county and to assist them in utilizing more effective referral processes. This type of reference is especially needed if a school does not have a social worker.

Coordinator

Typically the coordinator of the Support Services Handbook would be someone familiar with community agencies and who makes referrals for services. The coordinator could be the district social worker, psychologist, guidance counselor, exceptional child coordinator, principal, teacher, or nurse.

Preparation

Time Required. An initial support services handbook would require approximately two months to develop, including time for agency surveys to be returned. A product of this kind constantly undergoes revisions, deletions and additions, consequently, a small amount of on-going time is essential to keep the handbook updated.

Development. When a need is identified for such an informational document to assist school personnel in the delivery of state and local agency services to children and their families the following steps are suggested:

1. Check with school systems in surrounding districts for copies of similar handbooks. Some of the information may be applicable to your district.

2. Identify the agencies to be included in the handbook. Inclusion may depend upon the needs of the population in each district. Some research will be necessary to ensure inclusion of every resource possible. Institutions or agencies can themselves be helpful in compiling this initial list. The following have been helpful to the project in obtaining this information:
   State Division of Family and Children's Services
   Division of Youth Services
   Local Public Library
   Local Community Action Program
   United Way
   County School Board
   Local Counseling Services
   Local Newspaper
   YMCA

3. When a list of local, state, and private agencies that provide services to children and families in the area has been compiled, a survey form should be sent to the agencies to obtain specific information and permission for inclusion in the handbook (sample form included at the end of this section).

4. When all of the survey forms have been completed and returned and permission has been obtained for inclusion in the handbook, the community services information should then be compiled and typed.

Format

The handbook is arranged in alphabetical order by title of agency and for easy reference agencies are listed in an alphabetical index and in a cross-reference index by type of service provided (e.g. counseling).

Some suggested agencies for inclusion in a Support Services Handbook are:

1. Community Mental Health Services
2. Children's Medical Services
3. Division of Retardation
4. Division of Vocational Rehabilitation
5. Division of Youth Services
6. Division of Family Services
7. Easter Seal Foundation
8. Neighborhood Youth Corps
9. County Health Department
10. Speech and Hearing Clinic

The handbook information is assembled in a loose leaf binder for easy addition and deletion of information.

Dissemination

Within the School System – Copies of the Support Services Handbook should be located in a central location such as the school's Media Center, principal's or guidance office, or teacher planning area:

A presentation should be made to the school faculty to inform them of the location of the handbook in the school, and to explain the handbooks intended use, the index system, types of agencies included and the system of updating information.

External to the School System – A copy of the Handbook can be provided to all agencies included. Often this is requested when survey forms are returned. Method of financing this distribution will depend on District resources, but most agencies will be willing to purchase a copy at cost.

When agencies have a copy of the Handbook they are more likely to remember to notify the developer of any changes in services listed.

SUPPORT SERVICES HANDBOOK
SAMPLE DATA SURVEY AND PERMISSION FORM

Name of Agency:

Address:

Location:

Phone:

Director or Contact Person:

Description of Services:

Eligibility:

Referral Procedure:

Hours:

Fees/Funding Source:

Are Volunteers used?:

General Information:

The above information is complete, accurate and permission is given that it be included in the Support Services Handbook.

Director _____ Date _____

TRAINING MODULE
PROCEDURES FOR PRE-SCHOOL SCREENING

Purpose

The purpose of pre-school screening is to identify, as early as possible, children likely to need exceptional child services. Of no less importance however, is the early detection of sensory, medical and physical problems which may impede the child's learning or adjustment in school.

Coordinator

The coordinator of pre-school screening would typically be the exceptional child coordinator, an exceptional child teacher, or a kindergarten teacher. The coordinator is responsible for organizing and managing the program, and coordinating the activities of assistants during screening and follow-up.

Planning Information

Time Required – Approximately one month is needed to plan and prepare for pre-school screening. Time must be allotted for training personnel, publicity, scheduling for the use of the facility, and gathering the needed equipment and materials. With a staff of at least 12 persons it is possible to screen approximately fifty children in six hours. It takes roughly one hour for one student to be screened.

Personnel – The pre-school screening coordinator will need to enlist at least 12 persons to conduct the program. The personnel required to conduct pre-school screening include school social worker, guidance counselor, speech therapist, vision teacher, school nurse, school psychologist, four kindergarten teachers, and two trained instructional aides. It is advisable to have one person to supervise the screening, direct parents to appropriate stations, and relieve personnel for breaks.

Scheduling – The coordinator must arrange with participating principals for the date and place of screening. A training session for the screening staff should be held approximately four weeks prior to pre-school screening. Personnel should be instructed in overall plans for the screening day, methods of publicity, administration and scoring of the Pre-School Attainment Record (American Guidance Services) or similar instrument, physical arrangement of screening facility, and materials and equipment required to screen the children. Specific assignments are made at this time. Pre-school screening for pre-kindergarten students is typically held during the Spring prior to the new school year. One six hour day is adequate to screen fifty students. If there are sufficient students to require two days of screening, it is recommended that one day of screening be held on a Saturday for working parents.

Facilities – The screening should be conducted in a central location within the school center, such as the media center. A gymnasium or lunch room are adequate for all but vision and hearing screening due to noise to distractibility factors. The various screening sections should be well marked and seating made available for parents and children who are waiting. A parking area may be designated for parents if necessary.

Participants – The children who participate in pre-school screening will begin kindergarten that same year. Lists of pre-kindergarteners can be obtained from the county health department. Local hospitals may also release this information.

Promotion – In the Spring, a letter announcing the pre-school screening date, time, and place is sent by the school center principal to all parents of pre-kindergarteners. Letters may be mailed or sent home with an older school age child. Posters, news released and radio announcements are additional methods used to notify parents.

Materials/Equipment – Nine different stations are set up to obtain a wide variety of data. The following is a list of recommended materials for the stations:

Registration – pencils, pens, folder with the Pre-School Attainment Record form for each child, name tags for each child, school registration forms.
Health – health forms.
Vision – Keystone Telebinocular Vision Screening Test
Speech/Hearing – audiometer, Articulation Test
Readiness – The following areas are grouped into four stations:

Ambulation
jump rope
climbing apparatus (if available)
tricycle
area for child to run, jump, etc.

Manipulation
Primary pencil
primary crayons
plain paper or newsprint
toy which can be disassembled and assembled
bean bag or medium-sized ball
ditto with a circle, square and triangle drawn and room for the child to copy
ditto of simple picture for the child to color
paste
construction paper
scissors (left and right)

Communication
paper
primary pencil
2-3 cards with simple words printed on them
primer

Information
20 pictures or common objects
picture of day-time and night-time
penny, nickel, dime

Ideation
3 sets of identical objects or pictures
13 objects
objects of different size
piece of sandpaper or rough material
piece of soft material
two objects of different weight
colored chips (red, green, yellow, blue)
clock face with movable hands

Rapport
No materials required, information is gathered from parent's comments.

Responsibility
No materials required, information is gathered from parent's comments

Parent Conference – Parent's Handbook with suggested learning experiences for the pre-school child. The booklet contains a list of activities and materials needed to accomplish the learning

tasks. A copy of the suggested activities can be found at the end of this section. Tables and chairs are needed at all stations.

Conducting Screening

In an attempt to avoid long waiting lines, the principal may request that parents bring their child to the school at a specific time on the day of screening (e.g. last names beginning with A-F come between certain hours). The child's parent accompanies him/her through each of the stations. The stations are set up in the following manner:

Station 1 – Registration – This is typically staffed by a trained instructional aide. At registration the child's name, proof of birth and other personal family data required by the district are recorded on a registration card. The child is given a name tag, and the parent is given a folder containing a blank Pre-School Attainment Record. The parent and child then proceed through the remaining stations, ending with the parent conference station.

Station 2 – Health – The school or public health nurse takes the pre-school physical report or schedules the child for an exam before school starts. An alternative would be to conduct the physical on the same day either at the school center or health department.

Station 3-6 – Readiness – The Pre-School Attainment Record (PAR) can be administered by: a school psychologist, guidance counselor, social worker, classroom teacher, or trained instructional aides. The PAR is usually divided into four stations, testing seven areas: ambulation, ideation, manipulation, rapport, responsibility, communication, and information. The results of each area are recorded on the PAR.

Station 7 – Vision – A vision specialist or school nurse will examine the vision of each child with a Pre-School Vision Test developed by the American Optometric Association.

Station 8 – Speech/Hearing – The speech therapist administers the Photo Articulation Test (PAT) published by Interstate Printers, and an Audiometric Test for hearing acuity. As time permits, language development may be assessed.

Station 9 – Parent Conference – The school social worker or guidance counselor reviews and interprets the screening results for the parent. At this time the social worker also answers any questions that the parents may have. The parent is given a booklet of suggested learning activities for pre-kindergarten children. The social worker also collects the folder with completed PAR form. The PAR forms are forwarded to the screening coordinator for scoring and follow-up. If the social worker notes from the screening results that the child has additional needs (e.g. Medical, behavioral) requiring immediate attention, she/he will refer the parent to an appropriate agency which can meet the child's needs.

If the social worker determines that a child or family could benefit from a follow-up home visit by the social worker, he/she will obtain directions to their home and schedule an appointment with the parent. During a follow-up home visit the social worker could help the family to receive additional support services, or she/he could make additional suggestions regarding pre-school readiness activities to be worked on at home by the child with parental guidance and assistance.

Evaluation

The pre-school screening coordinator completes a summary report. The report includes the date, time, and place of screening; the readiness area tested; screening instrument used; personnel involved; number of children screened; and names of children requiring family follow-up or agency referral.

Copies of the summary report are distributed to the principal, exceptional child coordinator, and kindergarten teachers. Kindergarten teachers are also supplied with the PAR profile, vision, hearing, and

speech results to assist them in program planning.

All results of the pre-school screening are filed in the school center.

Follow-Up

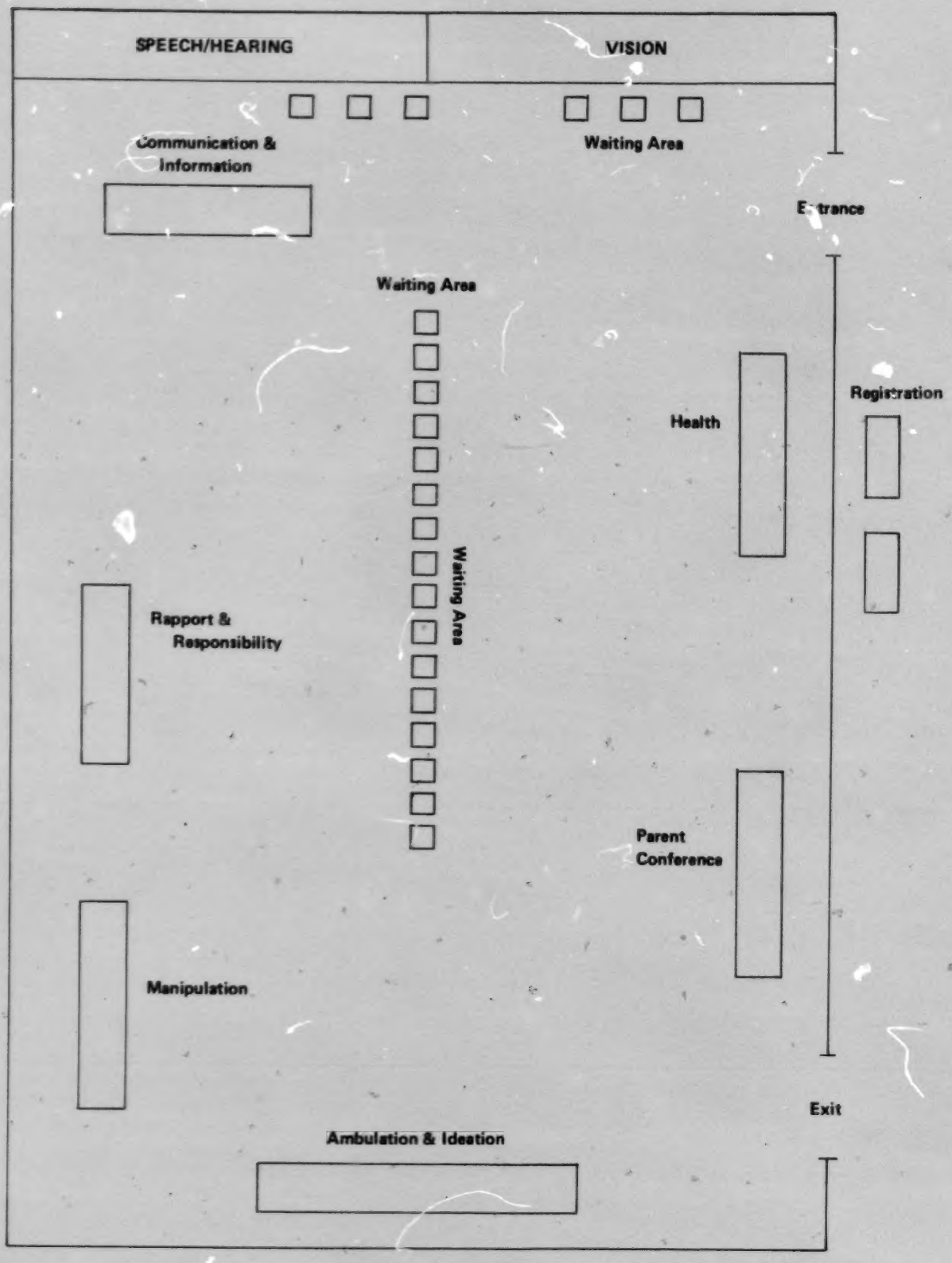
When pre-school screening is complete, the coordinator and instructional staff who assisted in the screening, score, record and analyze the test results. A meeting is conducted by the coordinator for all personnel involved in the screening. At this meeting children who demonstrated indicators of potential learning problems or physical abnormalities are identified and discussed. Staffing recommendations and referrals are presented to the parents through contact by the school social worker or guidance counselor.

Comments

To avoid waiting during the screening, it is suggested that the following screening stations be combined in the following manner:

1. registration
2. health
3. ambulation and ideation
4. communication and information
5. rapport and responsibility
6. manipulation
7. vision
8. speech/hearing
9. parent conference

Setting up the screening stations according to the following floor plan may ease traffic flow and decrease long waiting periods.


SPEECH/HEARING
VISION
Communication & Information
Waiting Area
Entrance
Waiting Area
Registration
Health
Waiting Area
Rapport & Responsibility
Parent Conference
Manipulation
Exit
Ambulation & Ideation

PARENTS HANDBOOK

LEARNING EXPERIENCES

FOR

YOUR PRE-SCHOOL AGE CHILD

DEVELOPING MODELS FOR SPECIAL EDUCATION

ESEA TITLE III–IV-C

SEEING ACTIVITIES

Activities designed to develop eye movement and focus, visual comparision, form (or shape of object), and eye-hand coordination.

Ball of String

Materials: A string 12 inches long or a piece of clothes line. A ball 2 or 3 inches in diameter. Place string through the ball.

Activity: Have the child sit facing you as you swing the ball on the string. The ball should be at child's eye level. Swing ball from left to right slowly. Progress to up and down and a more complicated movement. Encourage child not to move his head, just his eyes, as he follows ball.

Variations: Have child lie on his back and suspend the ball about 2 feet over him. Swing ball in circles as the child continues to observe its pattern.

Flower on Pencil

Materials: Cut a bright flower out of colored paper. Tack the flower to a pencil eraser.

Activity: Have the child sit facing you. Move flower pencil from left to right, up and down, diagonal, etc. Child must focus on flower and not move his head.

Variations: Have child play flower pencil game for you and let child hold pencil as you move head.

Finger Jumps

Materials: None

Activity: Determine a name for each finger of the hand. Suggested are: thumb, pointer, middle one, ring finger, pinkie. Have child close one hand in a tight fist. When you call the name of a particular finger he must extend that digit. His eyes should be on the extended digit at all times.

Variations: Use both hands and call for the same finger on each hand. Have child point to your hand when you call for digit.

Finger Puppet

Materials: You need 2 of any small object that will fit on the end of a child's forefinger. Suggestions: small bottle lids, stamps (moisten and place on nail side of hand), thimbles, band aids, or finger puppets.

Activity: Have child hold his forefingers up 12 inches in front of him. Fingers should be 12 inches apart also. Have child look from finger left to finger right on your call. Watch for quick direct eye movements.

Variations: Add auditory effect by tapping the finger for child. Draw a small face on each of the child's forefingers rather than using above mentioned materials.

Hands, Toes, Faces

Materials: None

Activity: Sit in circle with 3 or more players. Participants sit with legs outstretched, hands resting on knees. Game leader calls for body parts, hands, toes, and participants must look at their own hands and toes. When leader calls a face he must say whose face and all participants look to that person.

Variations: The larger the group the merrier.

Window Watch

Materials: None

Activity: Stand at window and have child tell you all the things he sees near the window and then all

the things far away from the window. (Before attempting this activity, make sure child understands terms far and near).

Variations: Play game from car window on a trip. Ask for other variations. Example: All the green things child can see. All the animals, etc.

Scribble Time

Materials: Crayons. Large Paper (cut 1 side of a grocery bag or a dry cleaners bag). Press out and place on a flat surface.

Activity: Have child scribble on paper. Encourage free movement and large sweeping movement.

Variation: Turn on radio or phonograph and ask the child to scribble in time to music. Select a slow melody first then a faster one. Display this work of art in your kitchen or the child's room.

In The Air

Materials: A feather or a balloon.

Activity: Ask child to keep object in the air by batting it with his hands.

Variation: Play with larger group and see who can keep it up the longest.

Clothes Pin Drop

Materials: Coffee can, clothes pins (large-mouth bottles)

Activity: Have child stand in normal standing position and try to drop clothes pins into can. Clothes pins should be held at waist height.

Variation: Develop to using large-mouth bottles for increased difficulty.

Bean Bag Toss

Materials: Bean bags, Toothpicks, Coffee cans or large store size empty ice cream containers

Activity: Place container 4 to 5 feet from child. Child tosses bag into bucket. Every time child makes a point he should take a toothpick. This will also help him understand quantity.

Variation: Numbers could be placed on the cans so child could begin to recognize them.

Silverware Sort and Odds and Ends Sort

Materials: Silverware, Other odds and ends, Egg cartons

Activity: Ask child to sort silverware for you. All forks together, etc.

Variations: Have child sort the following: Thread spools by color. Buttons by color or size or amount of holes. Stationery supplies (pins, tacks, clips). Small scraps of material. Use egg cartons as sorting tray. Boys might enjoy sorting screws, nuts, bolts, nails, by size or shape.

Paint Store Chips

Materials: Sample papers of colors available from paint store. Try to get two of each shade.

Activity: Cut the sample chips apart from each other and have child sort the colors in an egg carton tray. If you get 2 of each color, it will enhance the discrimination.

Macaroni or Bean Match

Materials: Buy several different kinds of macaroni (elbow, shell, bows, etc.) or dried beans (red, lima, pea, etc).; Egg shell carton; Strip of paper.

Activity: Make a pattern with the uncooked macaroni going from left to right. Example: 2 bows, 1 elbow, 2 bows, 1 elbow, 2 bows, 1 shell, etc. Have child repeat pattern exactly using remaining macaroni. Use same process with beans only have added stimulus of different colors.

Variations: Draw a series of patterns on strips of paper so child can play game even when you don't have time to place macaroni in a pattern. He can follow drawn patterns which should be stored in the box along with macaroni.

Magazine Fun

Materials: Old Magazines.

Activity: Cut out clever pictures from old magazines and have child describe in detail what he sees. Make up stories about the pictures and have child finish the story. Then cut pictures into large slice like pieces and have child put picture together like a puzzle. Keep different pictures apart in envelopes.

Variations: Locate 2 magazines of the same kind and month. Choose several bright pages and cut up the one magazine picture like a puzzle. Use the other magazine picture for a copy or model.

Tinkerbelle

Materials: Flash Light; Dark Room.

Activity: Shine flash light quickly and randomly around room. Child should be able to find flash quickly, develop a rapid eye movement.

Variations: Let child move the flashlight around for you and join in the fun.

Help Your Child Understand What He Sees

Do you ever look at picture books together? Or magazines? Pick out an action picture of a dog running.

Play the *"I Wonder Game"*

I wonder where the dog is?
I wonder where he is going?
I wonder why he is running?
I wonder what will happen next?

Picture of a little boy coming in out of the cold.

I wonder where he was?
I wonder what he was doing?
I wonder what he'll do now?

Children usually develop picture telling ability in the following order:

1. Simple naming of items. "I see a dog, house, grass, etc."
2. A description of action. "The dog is running."
3. Relationship between items. "The dog is chasing the boy."
4. A sequential story. "The dog is chasing the boy because the boy took his bone."
5. An evaluation of the picture. "The boy shouldn't have taken the bone. He might get bit."

You can help your child by asking leading questions.

Play the *Pointing Game*

Point to the dog running.
Point to the boy standing still.
Point to the boy in the tree.
Point to the middle size Billy Goat.

Ask questions about the picture that can be answered positively and negatively.

Is the troll eating Billy Goat?
No, he is talking to the Billy Goat.

Develop the sense of sight.

Begin with shape and color—the two most important qualities of an object. (TEACH ONE COLOR AT A TIME.)

This block is red, "John say it." "This block is red." "Good!" "Now can you find a red block? Can you find your red shirt? This is a red fire engine."

When he knows one color *very well*, go on to another.

TEACH SHAPE in the same way . . . ONE AT A TIME. "This is shaped like a round circle, John. The tire is shaped like a circle. Your pancake is a perfect circle."
Then move on to another shape.

Other Activities Useful in Developing Seeing Skills:

1. Ball catching and throwing (always start with a large ball and work to handling a small size ball.)
2. Bead stringing. String beads and bead patterns from left to right.
3. Shoelace tying. Start with two narrow long rags each of a different color and each tied to one end. Child should try to tie large bow with rags first.
4. Pick up sticks.
5. Sewing cards.
6. Nail pounding.
7. Commercial puzzle.
8. Dart games.
9. Let child help you while you cook and discuss measurement, pouring, stirring, and so on.
10. Construction toys.
11. Colored cellophane. Let your child view the world through various colors and shades. Promotes discrimination and awareness.

HEARING ACTIVITIES

Sounds Around the House

Activity: During the day especially in a quiet period after a nap, children should be encouraged to listen to different sounds around the house. Examples: tea kettle, a door squeaking, the tick of a clock, water dripping, etc.

Variations: Discuss which sounds are softer, which are louder. Listen for sounds when you take a walk and at various opportunities. For example: When you are waiting in a doctor's office for an appointment.

Clap a Pattern

Materials: None

Activity: Ask the child to close his eyes and listen as you clap several times. Have the child repeat what he heard you clap. Begin with simple basic claps. Example: 3 slow claps and progress to combination claps. Example: 2 fast claps, 3 slow.

Variations: Use a coffee tin with a plastic lid for a drum and beat a pattern on it for your child to repeat. Stamp your feet on the floor several times and ask child to repeat the stamp.

Dishes

Materials: Dishes, Pots and pans, Wooden Spoons

Activity: When you are doing the dishes or working in the kitchen hit several glasses or pans with a spoon and show child the different sounds. Then as you work let him gently hit other objects in the kitchen and listen for their sound differences.

Funny Voice Time

Materials: None

Activity: For a fun activity set a timer and talk with your child in a whisper for 3 minutes. He must answer you in a whisper. Then set the timer again and try a different voice pattern. Example: slow, loud voice, shaky voice, silly voice, etc. He will be exposed to differing tones and sounds.

What is it?

Materials: Familiar objects that make a noise—keys, comb, paper, fan, vacuum.

Activity: Stand behind a door, bar, or covered table and make sounds with familiar objects. Ask child to identify the objects, sight unseen.

Toy Animals

Materials: Plastic or stuffed animals. Pictures of animals.

Activity: Hold animal in front of child. Identify by name and then make the sound that animal makes. Have child repeat sound. Put the animals in a large brown bag. Child must pull out toy and imitate sound it makes.

Rhymes: Mother Goose and Others

Materials: Rhymes and poem books

Activity: Teach your child several popular children's rhymes. Sing them as you put him to bed, as he bathes, or while taking a walk. When he is fairly familiar with the rhyme, leave out an important word and see if he can remember the correct word.

Help Your Child Learn to Listen

Train him to listen and understand.
When you go for a walk.
When you work in the kitchen.
When you read a bedtime story to him.

On the way to the grocery store you might say . . .
"Listen! Did you hear that?"
"What was it?"
the wind sighing?
an airplane roaring?
a car swooshing on a wet street?
a bee buzzing?
a dog barking?
a bird singing?

In your kitchen you might say . . .
"Close your eyes and guess what I'm doing."
Opening the refrigerator? CLICK
Mixing a cake? WHIRR
Taking out a pan? BANG
Turning on the water? SWISH
Cutting up a carrot? CLICK
Grinding up nuts? CRUNCH

How often do *you* listen?
Help your child identify what he hears!

What do we mean by: quiet, noisy, bell sounds, falling sounds, shaking sounds, musical sounds . . . ?

An old laundry bag will hold lots of fun noisemakers. You might dump them all out, have your child turn his back while you make a sound with one, put it back in the pile where he must find it. Then you turn around. If you have several children they will entertain each other.

Film canisters from any camera center make a good LISTENING GAME. Fill them with anything small . . . sugar, a pin, a piece of cotton, a crayon, a rock, a button, rice, flour. Put the cover on the canisters. Mix them up. SHAKE WELL. Ask . . .

"What do you think is inside?"
"How do you know you're right?"
"Should we look?"

Make two identical sets and have the child match the cans that sound alike.

USING SENSE OF TOUCH

Shape Box

Materials: Scraps of different cloth, sand paper and sponge
Activity: Have child feel and compare similar pieces of cloth and textures. After he is fairly familiar with the objects, divide each piece of material in half and place half in a box. Have child hold one piece of the half in his hand and then reach into box and feel for the other half using sense of touch only.
Variations: Mount scraps of material uniformly on paper to make them easier to handle.

Soap Gloves

Materials: Small dishpan and Ivory soap

Activity: Take Ivory soap bar and break it in half. Cut half in chucks and slices and place in small dishpan of water. Let child play with the floating slices for a while. Then have child remove all slices and place remaining half of soap in pan. Have child make hands very soapy and make "gloves" of soap suds for each hand. Then with water in pan child should wash each finger one by one as if removing the gloves.

Painting

Materials: Salt, Paint, Paper

Activity: Use large brushes and work to smaller size. To help create a feeling for a left and right side, when finger painting draw a line down the middle of the paper and place a tablespoon or two of salt on the left side of the paper and none on the right. Child should put respective hand on each side and move hands together. This will encourage a feeling of laterality or one-sidedness.

Drawing Box

Materials: Paint the bottom of a dress size box a dark color or line bottom with a dark colored paper. Then fill box with about half an inch of salt, sand, or Malt-O-Meal.

Activity: Use this box for child to practice writing letters and numerals in rather than paper always. Child will "feel" as he writes and this strengthens his tactile approach.

Play Dough

Materials: 1 cup flour, 1 cup salt, 5 Tbls. water

Activity: Mix flour and salt together in medium size bowl. Add water until pie dough consistency. You may need more water than suggested but use sparingly. Mix ingredients into a ball and work with kneading, pounding, shaping. Use play dough to form letters, make objects, develop dexterity. Store play dough in tightly sealed jar—refrigerate over night.

Newspaper Crush

Materials: Large single sheets of newspaper

Activity: Have child sit at a table. Place one large sheet of newspaper in front of him. Ask child to pick up the paper in one hand and crush it into the smallest ball he can. Child must hold hand out in the air and work for proficiency in not touching it with other hand, objects, or parts of the body.

Variation: After a degree of competency is developed, try a heavy form of paper.

Scissor Use

Materials: Child's scissors. Small scraps of paper, newspaper, tissue, and sandpaper, thin cloth (cheesecloth is good).

Activity: When child is first beginning to use a scissor let him try to cut on all types of media. As he progresses draw heavy lines on this media to see if he can follow the lines.

Variations: If a child has difficulty cutting along a line, tape a piece of paper between two strips of cardboard. The cardboard stripe will guide the child to cutting the paper in a straight line. Then take a basic shape coloring book and make the lines darker with a magic marker. Have child cut out the shapes and try to stay on the line. If difficulty persists in straight line cutting, have child cut up want ads from the newspaper which is divided by line or long ruled paper.

MOVEMENT

Identify Body Parts

Materials: None
Activity: Throughout the day mention body parts, but especially at bed time or bath. Point out a part of the body, identify it and have the child touch it. Play games like Simple Simon and Looby Loo and incorporate body parts. Do not overlook parts such as wrists, chin, ankle, elbow. Do not expect child to become proficient in knowing all body parts.

Body Movements:

Materials: Records if desired
Activity: Encourage all large body movements. Demonstrate swaying, dancing, hopping, butterflies, etc. Promote a daily brief exercise time (before breakfast?) and stretch, bend, and jump.
Variations: Use an old mattress in the basement or children's room for their attempts at somersaults, sit ups, etc.

Curb and Line Walking

Activity: Find a spot of curbing on a deserted part of a street or a very quiet area where child can walk and balance on a curb. This would have the same effect as Balance Beam used so frequently in schools. Place masking tape lines on floor in child's bedroom and have him walk along this as if balancing on a tightrope.

Right Hand Left Hand

Activity: Place small 2 inch strip of tape on child's one hand and corresponding foot. Leave other side free. Identify sides to child as left and right. Ask child to raise his left hand or right hand and left foot. Call for directions using terms, "Left" and "Right." Tape on one side will help child remember until he learns his side. Always put tape up on same side when playing game.

Tin Can Balance

Materials: Large coffee cans (2)
Activity: Place rope through holes drilled in side of can to make a handle. Child puts foot on top of each can and then holds rope handle in each hand and walks normally. Rope length should extend from can and foot to child's wrist level.
Variations: Instead of cans, light weight blocks of wood could be used.

Whiffle Ball

Materials: Whiffle Ball, Rope, Plastic Bat
Activity: Tie a whiffle ball to a rope and have one person swing rope around his head bringing ball to child's eye level. Child tries to hit ball with plastic bat.

Angels in the Snow

Materials: A beautiful snowy day or a soft rug.
Activity: Child lies flat on back. Child slides arms up over his head and back to side. Legs slide out and return. Child works to have arms and legs working together.
Variation: Children stand and use a jumping movement to move feet and arms apart.

Finger Poems

"This is the church

This is the steeple
Open the door and
See all the people."

Can you say the poem without having your fingers twitch?

Finger poems are good for a child's coordination. They also show him he can express himself through motion.

"Here's a ball (shape sizes with hands and arms)
and—Here's a ball
and—Here's a great big ball.
Shall we count them? Are you ready?
One, two, three."

Many finger poems will teach counting.

Do you have a full length mirror hung at your child's level?

"What's in a mirror?" HE IS!!

"What kind of faces can you make?
Can you look frightened? happy? surprised? sad? excited?
How do you look with one hand up? two hands up? one leg up?
Now look at me! My mirror self does what I do.
Can you do what I do?"

See if your child can follow you doing various arm and leg positions. Try one arm up-one out. Both up, etc.

If child points at things he wants, he is expressing himself motorically. You get the message. But is this the best thing for him? Not in this case. He needs to use words with his motions. But we add a great deal to our language if we can express ourselves motorically as well.

SPEAKING

Does your child speak in sentences?

Does he speak in words, or are words run together? Listen to him.

Speaking skills can constantly be developed from the time a child listens to sounds as a baby.

BE SURE TO TEACH THE TERMS *ON, OVER, UNDER, ABOVE, BELOW, OFF.*

Children often confuse these.
Demonstrate what you mean – then have him do it.

"I'm putting the plate on the table."
"You put the plate on the table."
"Good! What did you do?"

Teach One Term At A Time.

Show your child how to follow directions. Give specific directions.

"Sit on the red chair."
"Get your green checked dress."
"Put your stockings in the second drawer."

If he can't do something, demonstrate what you want him to do. Stubbornness should not be confused with lack of understanding.

Read to your child – every day!

Books with big pictures and few words. Ask your librarian for help. There are many, many beautiful old and new children's books that will delight your child and you.

"Goldilocks knocked on the door."
"Show me what Goldilocks did."
"Good! She knocked on the door!"

"Go on," said the troll. "I'll wait for your big brother."
"Did the troll eat this goat? Why not? Yes! He's waiting for this goat."

Ask questions while you read to see if your child understands. Don't be afraid to susbtitute simpler words.

Read Nursery Rhymes and Poems.

"Hickory, Dickery, Dock.
The mouse ran up the _____?"

Your child will soon be able to supply the rhyming word.

"Yes! Clock and dock rhyme."

Help him to hear beginning sounds.

"Listen! SSSS sounds like a snake."
"SSSSSSSusan likes SSSSSSnow."
"MMMMMMMMM that tastes good."
"MMMMMMMike likes MMMMMMarshmallows."

Good records can help. Buy your child *good* records to listen to!

Consult an expert. A good teacher would know. Walt Disney listening records include pictures of the story that will help develop understanding.

Help Your Child to Express Himself Orally.

Talk to your child! (REALLY TALK TO HIM!)

About . . . . . .

things you did or will do.
how to make sometiing.
what he did in school today.
"Did you have a happy or sad day?"
"What made you happiest?"

"Did you play with your best friend?"
"What did you do?"

Pupets can talk too!

Make a simple stocking puppet or buy inexpensive ones. Put a few children together and see what happens . . . or . . . make a puppet. Paper bags make fine puppets.

Try mock telephone conversations with your child.

Change roles–
"Hello Mother. This is Susan. Did you work in the garden today? What did you do? What tools did you use? Are you making me cookies for supper?"

Story Time

Have your child "read" a well known story to you. Especially a story with a repetitive theme line. This is good for his memory too.

First efforts are always difficult. Help him along. Don't take over.

Play "Let's Imagine Games"

"This is a magic button! What if this button could take you anywhere? Where would you want to go? How would you like to travel there? What would you do?"

Do you answer when your child asks "why"?

Try to. He isn't always seeking information. He may just want a little conversation. Help him along in these first attempts.

Words are fun, especially words that imitate sounds – like pop, swish, whirr, choo, toot . . . fun to think of and say.

Show pleasure when he uses the vocabulary you are using . . . when he uses an unexpected word correctly . . . when he makes up a good story . . . even if it's not *good* by adult standards.

Help Your Child Speak In Sentences.

Some children speak in one or two word spurts. They need to learn to speak in complete sentences. Begin with the sentences with, "What is this? This is a _____."

Have him name everyday objects. He must say, "This is a _____." Another good beginning sentence is, "I want a _____."

Association – Samples of Conversation that Will Help

"Luke is a dog. A dog is an animal. Is he an animal? Yes! Luke is an animal."

Teach animals, fruits, vegetables, furniture, clothing, toys, tools, any category you wish.

"Daddy needs a hammer. A hammer is a tool. Look at all his tools! A hammer is a _____. A wrench is a _____. Yes a tool."

"Let's name all the fruits we saw at the grocery store."
"Let's name all the animals we saw at the zoo."
"Let's name all the furniture in the living room."
"Let's name all the clothes you wear outside."

Ready? Go . . . .

Give your child a simple rule for objects belonging to a category. An animals is alive. It eats and moves. After the child knows items in a category, name three items and have him tell you the category.

"A monkey, a dog, and a cat are all _____."

Teach Cause and Effect

"Look at the rain. Susan doesn't have an umbrella to get home from school. What do you think she'll look like when she comes in the door? Why?"

Use real situations, make believe ones, picture ones. Make your child aware of before-after relationships.

Teach Opposites – Act them out.

"I open the door. You shut it." Open and shut are opposites.
"The light is off. You turn it on." On and off are opposites.

Always do opposites. They take time and effort to teach.

up-down pull-push tall-short big-little
high-low top-bottom etc.

NUMBER IDEAS

Most children at the pre-school age are not ready for learning "arithmetic", but many activities can be initiated by you to prepare your child for formal learning. The following are some suggestions that you might consider:

1. Encourage the child to use his fingers, while counting or in simple addition. Fingers are of prime importance in learning the number concepts. Encourage the child to show his age by a number of fingers.

2. Encourage the child to count by rote memory, whenever possible. Do this with rhymes or songs.

3. Ask frequent questions that are number "related"—how old is he? How many buttons are on that shirt? How many glasses of milk?

4. Encourage one-to-one matching, i.e., using four cups and four saucers from a toy tea set – ask the child to match them; or using four cups and three saucers and pointing out that there is an extra cup. (Can also be accomplished with other objects or colors.)

5. Watch for *opportunities in games to use number concepts:* a bowling type game – how many pins were knocked down and how many are left standing?

6. Use *fractional concepts:* a small piece of pie; one-half of an apple; a part of a candy bar; more than half; most of the cake; I will cut your toast in half; I will cut your sandwich in quarters, then you will have four pieces.

7. Don't be discouraged when a child misses numbers when he is counting. (i.e., one, two, three, six, seven, etc.)

8. Playing cards offers a child an opportunity to recognize numbers (sets) and to promote one-to-one relationships. (i.e., War, etc.)

9. While preparing dinner, allow the child to *help set the table.* Have him count out the number of spoons, forks, etc.

10. The child can also be helped to *divide food evenly* such as cookies and cakes.

11. When the child asks for candy or cookies, encourage him to count out a specific number of them (or you count for him).

12. Counting and stringing beads may aid in eye-hand coordination as well as number concepts.

13. When shopping ask the child to get you a specific number of articles.

14. The values of money may also be taught; such as how many pennies he has earned. (Play money is always a good "toy".)

15. When on a trip have the child count the number of buses or trucks that he sees. (He may also want to count all of the red or white cars, etc.)

16. Differentiate between sizes – when comparing objects, have them explain which is larger or smaller; longer or shorter; more or less than; etc.

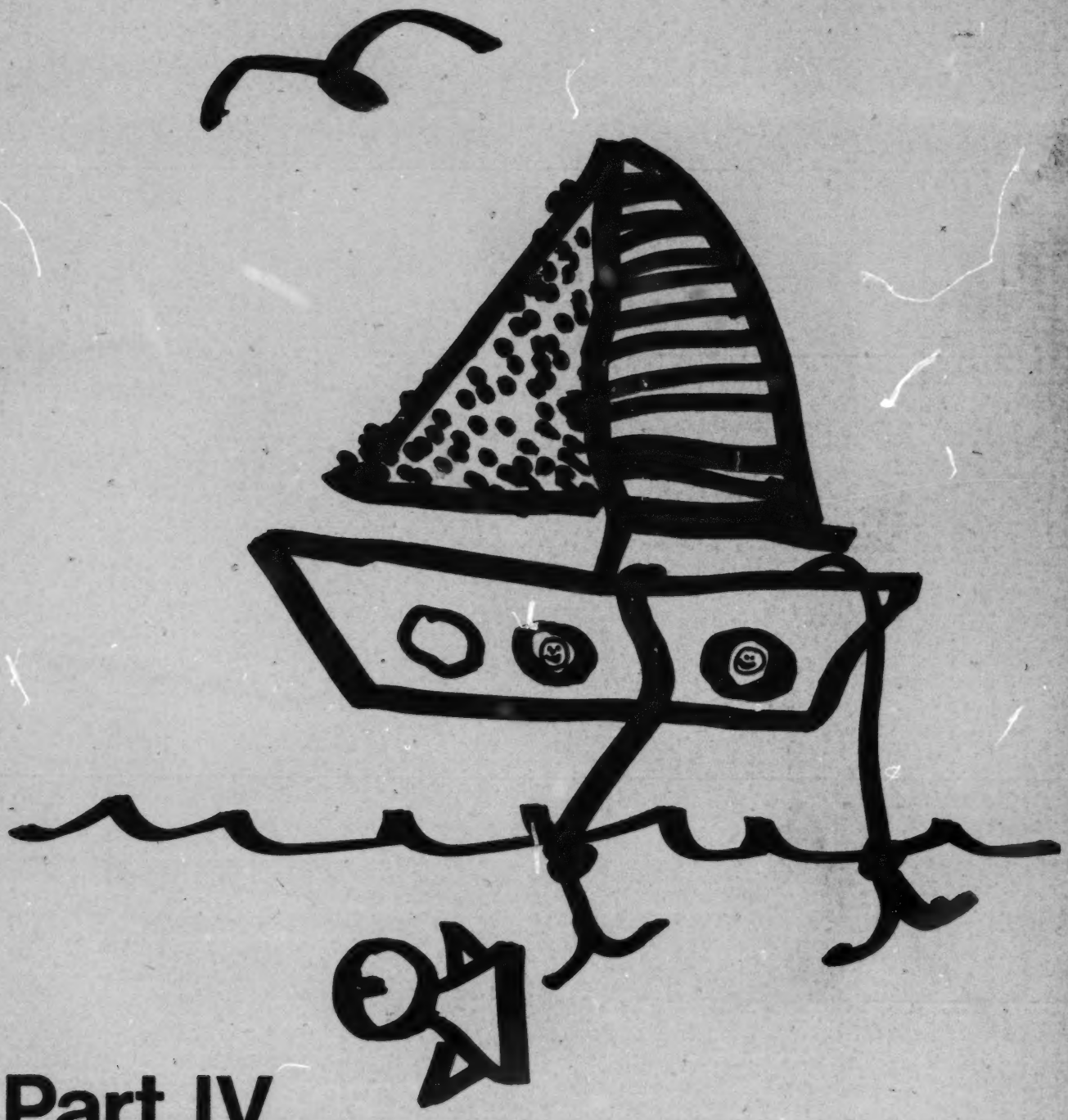
17. Differentiate between the number of body parts on self, others, and animals. (How many ears do you have? How many legs does a dog have? etc.)

18. Have him recognize numbers of specific channels on T.V. dial.

19. When on a trip he could recognize numbers on road signs. A game could be devised whereby a child would look for car license numbers beginning with a specific number.

20. With a partially filled six-pack of soda or other beverage, have child tell you how many bottles are needed to fill it up.

21. Count fingers on hand – make up finger games. Toes could also be used.



Part IV
Appendix

SAMPLE FORM
REFERRAL FOR EXCEPTIONAL STUDENT PROGRAMS

Instructions: (1) Complete entire form. (2) Attach signed parent permission. (3) Attach anecdotal records and work samples. (4) Forward to principal for comments and signature. (5) Send to Coordinator of Exceptional Child Programs.

Student Identification:

Name of Student _____ Date of Referral _____

Date of Birth _____ Sex _____ Age _____ Teacher's Name _____

Parents/Guardian _____ Person Making Referral _____

Address _____ Phone _____ School _____ Grade _____

Reason for Referral:

_____Possible mental retardation
_____Possible learning disability
_____Possible emotional problems
_____Other. Please describe behavior. _____

_____

Background Information:

Directions to home _____

_____

Parent's place of employment _____

_____

Has student repeated a grade? _____yes _____no
Is absenteeism a problem? _____yes _____no
Have you had a conference with parents (guardians)? _____yes _____no
If no, why not? _____
Has student been evaluated by psychologist previously? _____yes _____no

Test Data: Fill in any available data.

Stanford Early school Ach. - Level _____ Date Given _____

Environment	____G.E.	____%ile	Aural Comprehension	____G.E.	____%ile
Mathematics	____G.E.	____%ile	Word Reading	____G.E.	____%ile
Letters and Sounds	____G.E.	____%ile	Sentence Reading	____G.E.	____%ile

Stanford Achievement Test - Level _____ Date Given _____

Vocabulary	____G.E.	____%ile	Spelling	____G.E.	____%ile
Reading Comp.	____G.E.	____%ile	Language	____G.E.	____%ile
Word Study Skills	____G.E.	____%ile	Social Science	____G.E.	____%ile
Math Concepts	____G.E.	____%ile	Science	____G.E.	____%ile
Math Computation	____G.E.	____%ile	Listen Comprehension	____G.E.	____%ile
Math Applications	____G.E.	____%ile			

Gates McGinitie Reading Test - Form _____ Date Given _____
Vocabulary _____G.E.
Reading Comprehension _____G.E.

Other - Name _____ Date Given _____
Results: _____

_____

Observational Information:

Describe the student's social behavior with his or her peers and with adults.

_____

_____

_____

Describe any perceptual problems, such as, reversals, mirror-image, visual memory, auditory memory, sequencing, or visual motor skills.

_____

_____

_____

Describe the student's physical development in relation to students of his or her age.

_____

_____

_____

Describe any other pertinent information, such as, family background, services received from outside agencies.

_____

_____

_____

_____

Describe the student's general level of academic achievement, include title and level of texts used.

_____

_____

Referral Approved: _____ _____
Principal Exceptional Child Coordinator

GENERAL SCREENING RECORD

STUDENT: D.O.B. / / SCHOOL: TEACHER:

Parent Permission for Psychological Exam Obtained -

AREA	APPRAISAL	COMMENTS	REFERRALS	DATE-EXAMINER
Audiometric Screening 25 db 150 pure tone	TEST TONE IN HERTZ			

EAR	500	1000	2000	4000	6000	8000	
L db							
R db							

Keystone Telebinocular Screening		P	F	R
	Simultaneous Vision			
	Vertical Posture			
	Lateral Posture			
	Fusion			
	Far Point Acuity			
	Near Point Acuity			

Speech Screening	Photo Articulation T.		Summary	N	R
	Tongue		Articulation		
	Lip		Stuttering		
	Vowels		Voice		
	TOTAL		Hearing		
			Pathology		

Health Screening	Conditions	OK	ABN
	General Health		
	Physical Growth - Maturity		
	Nutritional Status		
	Sensory Status		
	Motor Development		
	Neurological Status		

SAMPLE FORM A (3)

School Psychological Services

Parent Permission Form

Pupil's Name_____ Date_____

In order to evaluate my child's progress and to aid in educational planning, psychological services have been recommended. I hereby give permission for such services to be provided. I also authorize the school psychologist to communicate with other professional persons as may be involved with my child's educational program.

Parent's Signature_____

Date _____

School Psychological

Parent Permission Form

Pupil's Name_____ Date_____

In order to evaluate my child's progress and to aid in educational planning, psychological services have been recommended. I hereby give permission for such services to be provided. I also authorize the school psychologist to communicate with other professional persons as may be involved with my child's educational program.

Parent's Signature_____

Date _____

OBSERVATION FORM

NAME_____ DATE_____ TIME_____

Time	on/off	Activity	Comments	Time	on/off	Activity	Comments

DEVELOPING MODELS FOR SPECIAL EDUCATION
ESEA TITLE III

FAMILY INTERVIEW FORM

IDENTIFYING INFORMATION

Child's Name _____ Date _____

Date of Birth _____ Source of Information _____

Race _____ Sex _____ Age _____

Home Address of Child _____

Home Phone Number _____

Father/Guardian Name _____ living _____ deceased _____

Approximate Age _____ Father's Occupation _____

Last Grade Father Completed in School _____

Does the Child's Father Read? _____ Write? _____

Mother/Guardian Name _____ living _____ deceased _____

Approximate Age _____ Mother's Occupation _____

Last Grade Mother Completed in School _____

Does the Child's Mother Read? _____ Write? _____

FAMILY AND LIVING SITUATION

With whom does the child live? _____

Do you presently own your own home _____
trailer _____
rent house _____
apartment _____
room _____

How many rooms are in dwelling? _____ bathrooms? _____

Does the home have running water? _____ electricity _____

Exterior condition of home _____ frame construction _____ brick construction _

Interior condition of home _____

How many people does your child sleep in the same room with _____

Who else lives in the home?

Name	Approximate Age	Relationship

What is the estimated weekly/monthly income of the household unit?

(If income is from Welfare, Social Security, VA, etc., please indicate)

_____

MEDICAL INFORMATION

Name of child's physician _____

Is your child adopted? _____ At what age _____

What illnesses has your child experienced? _____

_____

Has your child ever been hospitalized? _____

PREGNANCY

Normal full-term? _____
Premature? _____
Overdue? _____

Did the mother experience illnesses of any kind during this pregnancy?
If so, indicate the nature of the illness and at what trimester it occurred.

ILLNESS	TRIMESTER OF PREGNANCY

Did the mother take any special medication or drugs during this pregnancy? If so, name them:

_____

BIRTH

Place of birth _____

Was the baby born at the hospital? _____ at home? _____

What was the birth weight? _____lbs. _____ozs.

Were there any difficulties, complications, or unusual features about the birth?

_____

INFANCY

In the weeks immediately following birth did the baby have any of the following?

Convulsions or fits _____ Inability to suck properly _____

High temperature _____ Persistent crying _____

MILESTONES

Did you ever notice your child having any problems learning to walk or talk? _____

At what age did your child sit up alone _____
crawl _____
walk alone _____
talk _____

TOILET TRAINING

When did toilet training begin? _____

Was the child slow or difficult to train? _____

CHILDHOOD DISEASES

Has the child had any of the following illnesses?

Poliomyelitis _____ Age _____ Immunization _____

Chickenpox _____ Age _____ Immunization _____

Measles _____ Age _____ Immunization _____

Mumps _____ Age _____ Immunization _____

Encephalitis _____ Age _____ Immunization _____

Epilepsy _____ Age _____ Immunization _____

Allergies _____ Age _____ Immunization _____

Any Other _____

VISION AND HEARING

Does your child experience difficulty in hearing? _____

Has your child ever complained of poor vision? _____

Does your child experience frequent headaches? _____

LANGUAGE

Does your child speak clearly so others can understand him? _____

Does your child use short sentences? _____

SLEEPING BEHAVIOR

Does your child have any trouble going to sleep at night? _____

Does your child usually sleep restfully during the night? _____

Approximately how many hours a night does he/she sleep? _____

EATING BEHAVIOR

Does your child eat breakfast? _____

Are there any problems connected with eating? _____

GENERAL BEHAVIOR CHARACTERISTICS

Has your child had in the past or does he now have any of the following?

Bedwetting or daytime accidents _____

Soiling _____ Asthma _____ Jealousy _____

Silent periods or moody temperaments _____

Temper tantrums _____ Fainting spells _____

Severe accidents _____

Worries _____ Day dreams _____ Nervous habits _____

How does the child get along with other children? _____

brothers? _____ Sisters? _____

Does your child perefer to play alone or with others? _____

Is your child very active? _____ Moderately? _____

Is your child shy or does he/she make friends easily? _____

What fears does the child have, if any? _____

What was the cause, if known? _____

What do you commonly discipline your child for? _____

What type of discipline do you commonly use? _____

Is the discipline effective? _____

What have you done that causes your child's behavior? _____

Which parent enforces the discipline? _____

Any difference in the ways mother and father handles the child?

_____

Do you praise your child often for things he does well or pleases you? _____

Is your child aggressive toward himself or others? _____

Self derogatory _____ Is your child destructive? _____

Does your child lie or steal often? _____

ACADEMIC INFORMATION

List schools attended giving grades attended at each school. If child received any type of special services (speech therapy, psychological evaluation, special education, etc.) please indicate.

SCHOOL	GRADES ATTENDED	SPECIAL SERVICES
_____	_____	_____
_____	_____	_____
_____	_____	_____

Have you previously communicated with any of your child's teachers concerning any problems? _____

How does your child get to school? _____

Does your child like school? _____

Is this child's rate of learning faster, slower, or about the same as his siblings?

_____

Do you presently help your child to learn, or would you like to help him/her if you were given suggestions? _____

_____

Does the home contain learning materials for the child to use? _____

How much time do you, or other family members spend each day alone with your child listening to him or talking about the day's activities? _____

Does your child ask many questions about his environment? _____

Does your child follow directions? _____

Is your child easily frustrated during a difficult activity, or does he continue to try? _____

FAMILY AND RELATIVES

Have any of the child's relatives had any of the characteristics listed below?

Academic difficulties_____ Relationship_____

Speech_____ Relationship_____

Medical Problems_____ Relationship_____

Physical_____ Relationship_____

What do you consider your child's major problem to be at this time?_____

_____

HOME ENVIRONMENT

Exterior appearance of home: Comment on general state of repairs.

INTERVIEWER'S COMMENTS (general adequacy of home environment)

Interviewer_____

_____

Exceptional Student Eligibility Staffing Report

Student_____ School_____ Date_____

Written Reports Available:

____Psychological Evaluation

____Observation
____WISC-R or _____
____PIAT
____WRAT
____ITPA
____Bender-Gestalt
____Frostig
____PERC

____Others:_____

____Social and Home Assessment:

Specific Measures:_____

____Referral Form - Areas for more follow-up:

_____

____Other:_____

Other Data Considered at Staffing:

_____

Staffing Decision:_____

_____

Persons at Staffing:_____

_____

This student has been adequately evaluated and the staffing decision is consistent with Wakulla County District Procedures for Exceptional Child Programs.

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_____
Coordinator, Exceptional Child Programs

AGENCY REFERRAL AN[illegible]OLLOW-UP LOG
Step 1
REFERRAL PROCESS

NO.	RECIPIENT	SERVICE REQUESTED	METHOD REQUESTED	AGENCY	DATE REQUESTED	COMMENTS	STAFF

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SAMPLE FORM F (1)

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AGENCY REFERRAL AND FOLLOW-UP LOG

Step 2

FOLLOW-UP PROCESS

NO.	RECIPIENT	AGENCY	DATE OF INITIAL CONTACT	NO. OF DAYS TO CONTACT	DATE OF SERVICE DELIVERY	NO. OF DAYS TO DELIVERY	COMMENTS OR QUALITY OF SERVICE	STAFF
	143							144

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SAMPLE FORM F (2)

AGENCY REFERRAL FOLLOW-UP

Date:

To: _____ (Name of Agency and Contact)

From: _____ (Staff)

Re: _____ _____
Client's Name Services Requested

As stated in our previous contact, I am referring _____ for _____. I feel that this child needs immediate attention and hope you will be able to make the needed initial contact within ten (10) days. Please return the enclosed form on all services rendered, for our records.

AGENCY SERVICE RECORD

Date:

Client:

Services Rendered:

CONTENT OF INDIVIDUAL EDUCATIONAL PLANS FOR EXCEPTIONAL STUDENTS

Based on Public Law 94-142 and State Board of Education Administrative Rule 6A-6.341.

The Individual Educational Plan must include:

(1) A statement of the student's present levels of educational performance.

(2) A statement of annual goals or objectives.

(3) A statement of short-term instructional objectives.

(4) A statement of the educational program to be provided to the student.

(5) A statement of other services or resources to be provided to the student.

(6) A statement of the extent the student will be able to participate in regular educational programs.

(7) A statement of the expected date for initiation of such programs and services.

(8) A statement of the anticipated duration of such programs and services.

(9) A statement of evaluation procedures including criteria and schedule for determining whether instructional objectives are being achieved, on at least an annual basis.

EDUCATIONAL PLAN STAFFING FORM

Date_____

Student Name_____ Date of Birth_____

School_____ Grade_____

Area of Exceptionality_____

PROGRAM PLACEMENT: Hours per week Hours per week

____Regular Class _____/Consulting Teacher_____

____Regular Class _____/Itinerant Specialist_____

____Regular Class _____/Resource Class_____

____Self-Contained Exceptional Child Class

____Special Day School

____Homebound

____Other

DATE OF PLACEMENT:_____

INITIATION DATE OF EDUCATIONAL PLAN:_____

ANTICIPATED DURATION OF SERVICES:_____

_____

EVALUATION PROCEDURES:_____

_____

_____

_____

PARTICIPANTS:

Regular Classroom Teacher _____

Exceptional Child Teachers _____

Intinerant Specialist _____

Other _____

_____

CC: Exceptional Child Coordinator
School Principal
Receiving Teacher

EDUCATIONAL PLAN

STUDENT | DATE | GRADE | TEACHER(S)

	Present Levels	Year End Objectives	Curriculum/Method/Personne
READING SKILLS readiness comprehension vocabulary word attack skills			
LANGUAGE ARTS SKILLS writing spelling oral fluency speech therapy			
ARITHMETIC SKILLS numeration computation application measurement			

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SAMPLE FORM G (3)

EDUCATIONAL PLAN

STUDENT DATE

	Present Levels	Year End Objectives	Curriculum/Method/Personnel
GROSS MOTOR SKILLS large muscle activity general physical health body localization directionality laterality			
PERCEPTUAL MOTOR SKILLS Auditory and Visual - sequencing memory acuity discrimination association copying Eye-hand Fine motor			
SOCIAL SKILLS self control responsibility general behavior social acceptance self concept			

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SAMPLE FORM G (4)

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TEACHER'S EVENT LOG

NAME_____ PROGRAM & SCHOOL_____ TEACHER_____

CONFERENCES/SERVICES/EVENTS	DATE	OUTCOME/COMMENTS

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SAMPLE FORM G (5)

Individual Instructional/Performance Record

Student_____
Subject_____

No.	Code	Objectives	pre test	interim test	date	post test
		date				

Subject_____

		date				

Group Instructional/Performance Record

Subject Area

Code	Objective	Name	pre-test	interim test date	post-test	pre-test	interim test date	post-test	pre-test	interim test date	post-test	pre-test	interim test date	post-test	pre-test	interim test date	post-test
		date															

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SAMPLE FORM G (7)

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REQUEST FOR RE-EVALUATION

Instructions for Page Two

STUDENT'S NAME_____ SCHOOL_____
EXCEPTIONAL CHILD TEACHER_____ DATE _____
REGULAR CLASSROOM TEACHER_____

Reason for Re-evaluation Request: State if you feel the child's deficits are remediated and he is ready to be dismissed from your program; is he is not making progress and additional data is needed, or if this is a periodic request to update a psychological which is 2 years old.

Evidence of Progress in Deficit Areas: This may be documented in several different ways such as through DMSE evaluation data, informal tests, MARC placement tests (Wakulla), a formal or standardized tests you have administered. Please list dates and specify tests and results.

Summary of Home Contacts: Discuss frequency and nature of contacts, impressions of parents regarding child's progress, school attendance and foster care adjustment if applicable.

Update on Health or Other Services: If the child is receiving services such as vision (eyeglasses), speech, dental, counseling, reading, etc., state current status, specialist providing services, and future changes anticipated if known. Comments by person providing services are welcome.

Regular Classroom Teacher's Impressions: (To be completed by regular classroom teachers on all children receiving part-time (resource) services. Please describe child's performance in the regular classroom. What are the changes you have observed in performance? Do you feel that this child no longer requires exceptional child services?

REQUEST FOR RE-EVALUATION

Instructions: Complete the entire form. Forward to school principal for his signature and comments. Submit to Exceptional Child Coordinator for assignment to psychologist. Attach work samples.

STUDENT'S NAME_____ SCHOOL:_____
EXCEPTIONAL CHILD TEACHER_____ GRADE: _____
REGULAR CLASSROOM TEACHER_____ DATE: _____

Reason for Re-evaluation Request

Evidence of Progress in Deficit Areas

Summary of Home Contacts

Update on Health or other Services

Regular Classroom Teacher's Impressions

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_____
Principal's Signature

EXCEPTIONAL STUDENT REFERRAL LOG

NO.	NAME	SCHOOL TEACHER-GRADE	DATE RECEIVED	DATE COMPLETED	DAYS REQUIRED	TERMINATION/STAFFING DECISION/COMMENTS
				Observation ____ Home/family ____ Psychological ____ Elig. Staffing ____	____ ____ ____ ____	
				Observation ____ Home/family ____ Psychological ____ Elig. Staffing	____ ____ ____	
				Observation ____ Home/family ____ Psychological ____ Elig. Staffing ____	____ ____ ____ ____	
				Observation ____ Home/family ____ Psychological ____ Elig. Staffing ____	____ ____ ____ ____	
				Observation ____ Home/family ____ Psychological ____ Elig. Staffing ____	____ ____ ____ ____	
				Observation ____ Home/family ____ Psychological ____ Elig. Staffing ____	____ ____ ____ ____	
				Observation ____ Home/family ____ Psychological ____ Elig. Staffing ____	____ ____ ____ ____	
				Observation ____ Home/family ____ Psychological ____ Elig. Staffing ____	____ ____ ____ ____	

SAMPLE FORM I

HOME AND FAMILY SUBJECTIVE ASSESSMENT

STUDENT:

CONTACT PERSON:

1. Home and Yard

   A. Exterior
   _____Organized and clean, yard groomed, house painted.
   _____Needs some cleaning and repair.
   _____Unkempt, disorganized and dirty, hazardous to health.

Comments:

   B. Interior
   _____Organized and clean, tastefully decorated.
   _____Somewhat messy, needs cleaning.
   _____Very dirty, disorganized, odorous, bugs present, hazardous to health.

Comments:

2. Contact Person

   A. Communication
   _____Verbal, interested in conversation, spontaneous verbalizations.
   _____Verbal, off task rambling
   _____Verbal, noncoherent
   _____Non-verbal, lacks interest in conversation

Comments:

   B. Receptiveness
   _____Very friendly, open and warm
   _____Friendly
   _____Only accepting
   _____Slightly negative
   _____Refusal, poor attitude

Comments:

   C. Personal Appearance
   _____Clean, fashionably attired
   _____Clean, adequately dressed
   _____Clean, poorly dressed
   _____Unkempt
   _____Very dirty and disheveled

Comments:

D. Supportiveness or School Administration, Personnel, and Activities
_____Very supportive of all school activities.
_____Attends P.T.O. meetings.
_____Mildly supportive
_____Apathetic
_____Non supportive
_____Adamant against all school activities. Often fights with school personnel.

Comments:

E. Literacy
_____Well educated. Can read and write proficiently.
_____Can read and write fairly well (school communication, newspaper)
_____Limited ability (road signs, household words)
_____Illiterate. Can only write name.

Comments:

F. Mental Health
_____Appears mentally healthy
_____Appears to be experiencing some mental or emotional problems.
_____Appears mentally unhealthy. Conditions may be present causing an interference to adequately provide care for self, other family members, or living situation.

Comments:

3. Home Activities that Support School Learning
_____Home contains books, crayons, puzzles, clay, etc.
Parent encourages child to utilize materials and helps him to learn.
_____Home contains a few creative materials.
_____No creative materials. Parent does not encourage child to learn at home.

Comments:

_____
INTERVIEWER

_____
DATE

DMSE, TITLE III

CONTACT SUMMARY

DATE: _____

TIME: _____

CONTACT: _____

STUDENT: _____ TEACHER: _____ GRADE: ____

SCHOOL: _____

BEHAVIORAL OBJECTIVES:

ACTIVITY:

MATERIALS:

PROCEDURE:

RECOMMENDATIONS/EVALUATION:

_____

CASE FILE CHECK LIST

(Check or N/A)

_____Copy of referral form

_____Parental Permission for Evaluation

_____Xerox copy of Psychological Report

_____All records of individual psychological assessment

_____Xerox copy of Home and Family Assessment

_____Adaptive Behavior Assessment

_____Placement Committee Sheet

_____Parental Permission for Placement

_____Individual Educational Plan and Staffing Form

_____Intervention Summary of Case Summary

_____Initial Prescription

_____Correspondence/Agency Reports

DATA SUMMARY SHEET

NAME _____ SCHOOL _____ GRADE _____

SCREENING DATA:

Test/Date	%ile	IQ
1._____	_____	_____
2._____	_____	_____
3._____	_____	_____

BIRTHDATE _____
CA _____
EA _____

INTELLECTUAL ASSESSMENT:

Stanford-Binet MA _____ IQ_____ Slosson MA _____ IQ_____
Peabody Picture Vocabulary MA ____ IQ ____ Draw-A-Person MA____ IQ____

WPPSI/WISC-R Verbal IQ _____ Performance IQ _____ Full Scale IQ _____

Verbal	Performance (WISC-R)	Performance (WPPSI)
Information ____	Picture Completion ____	Animal House ____
Similarities ____	Picture Arrangement ____	Picture Completion ____
Arithmetic ____	Block Design ____	Mazes ____
Vocabulary ____	Object Assembly ____	Geometric Design ____
Comprehension ____	Coding ____	Block Design ____
(Digit Span) ____	(Mazes) ____	Animal House ____ (retest)

PERCEPTUAL ASSESSMENT:

Illinois Test of Psycholinguistic Abilities - Median Scaled Score _____
(see ITPA Profile)

McCarthy Scales of Children's Abilities:

Verbal ____	Quantitative ____	Memory ____
Perceptual Performance ____	General Cognitive ____	Motor ____

Bender Visual Motor _____ Beery Buktenica _____
Winter Haven Copy Forms _____ Incomplete Forms _____
Wepman Auditory Discrimination Test _____

ACHIEVEMENT ASSESSMENT:

Wide Range Achievement Test

Reading Grade Level ____	Standard Score ____	Percentile ____
Spelling Grade Level ____	Standard Score ____	Percentile ____
Arithmetic Grade Level ____	Standard Score ____	Percentile ____

OTHER TESTS:

FAMILY INTERVENTION SUMMARY FORM

STUDENTS NAME: _____ TEACHER: _____ EXCEPTIONAL CHILD PROGRAM: _____

DATE	CONTACT PERSON	OBJECTIVE	PROGRESS

SAMPLE FORM N

PARENT NOTIFICATION FORM

Notice of Planned Change in Educational Program Assignment

Date_____

Dear Parents:

Based on individual evaluation and consideration, an Exceptional Child Staffing Committee has recommended that your child, _____ _____ be enrolled in the program for _____ _____ at _____.

In our judgment this type of program will best meet the needs of your child at the present time; however, if you would like, you may request a review of this decision.

Please indicate your desries in the space below and return to the principal of your child's school. If you wish a review, you will be notified of the appropriate procedures.

Sincerely,

_____
Coordinator, Exceptional Child Programs

_____ I/We are in agreement with the recommendation of the Staffing Committee and do not desire a review at this time.

_____ I/We want a review of the recommendation and the procedures for obtaining such a review explained.

_____ _____
Parent/Guardian Date

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